



A PRESENTATION OF THE  
ECOLE BOURGUIGNONNE DE LA SAINTE  
ENFANCE  
- BURGUNDIAN SCHOOL OF THE HOLY CHILD -



## THE ESTABLISHMENT

The “Ecole Bourguignonne de la Sainte Enfance” (EBSE) opened its doors in September 2018 on the premises of the former village school of Aloxe-Corton, bringing life back to this site that had been closed two years prior.

The school dispenses a program of scholarly instruction for all levels of primary school, from Maternelle to Cours Moyen 2. The program respects the progressions required by the National Education system, while ensuring instruction in a natural, benevolent, and rigorous environment, with small class sizes and a pedagogy that is attentive to the students, according to their rhythm, their mode of learning, and their talents. The child is therefore placed at the heart of this education so that he may give the best of himself.

## THE PEDAGOGY

In order to avoid the pitfalls of an education system that has often become too intuitive and comprehensive\*<sup>i</sup>, a formation in “the Pedagogy of Speech” developed by experts such as Elisabeth Nuyts is required to teach. The support of other methods anchored in real life (Montessori, Borel-Maisonny, Jean qui rit...) is also used. A regular verification of the choice of scholarly manuals (Syllabic methods for French, Singapour method for mathematics) is realized in order to be sure these are still in line with the pedagogical program and that they guarantee a unity in the different levels of the class.

These pedagogical tools permit the development of the child’s autonomy, and respect the progression of his conscious thinking through speech. The teacher seeks the mode(s) of natural and intuitive perception of the student (visual, auditory, or kinesthetic ) in order to make him or herself better understood, and leaves the student the possibility to formulate out loud what he is learning, accessing more quickly “the fine comprehension of a heard or read message, long term memory, spelling, mathematics, and self-awareness and the awareness of others” (E. Nuyts). The natural world is used as often as possible as a basis for observation, experimentation, and testing knowledge. The daily practice of sports and nature walks permits the children to maintain a healthy mind-body balance.



Learning takes place in privileged conditions with class sizes that do not exceed 15 students. This guarantees the application of the Pedagogy of Speech. The principal work time takes place in the morning in order to favorize the students' efforts in concentration and to facilitate memorization. Each student's progress is monitored and personalized, with special attention to enabling the student to find meaning in her learning, joy in her work and recreation, and in her overall flourishing. Regular and end-of-cycle evaluations aim to permit a fluid reintegration into any other educational establishment.

Special attention is given to musical formation. A qualified teacher gives weekly courses and develops musical events throughout the year. Music is a recreational method for developing the ear, a sense of rhythm, and a consciousness of space and time. It is a considerable aid to teaching.

## THE SPIRIT

Attention is paid to the importance of allowing each child, no matter his origin, his religion, or his education, to flourish and find his place. The student learns to do his best and use his talents, invited with gentleness to seek the True, the Good, and the Beautiful.

### *Valor'M*

Valor'M is the name given to the educative dimension in which the pedagogical project is steeped. The teachers, aides, and volunteers involved in the extra-curricular activities are invited to educate themselves in the schools of thought of Saints Francis de Sales and John Bosco (Salesian pedagogy) who in their time transmitted a program



that was particularly rich in aiding educators. It can be summarized by the search for a relationship of confidence between the adult and the child, by times of shared play, exchanges, and activities, with each adult involved in the school. Each student can therefore experience the fact that she is loved and that she is worthy of confidence to exert certain responsibilities within the school, such as being in charge of the play equipment, assisting an adult, or completing chores, etc. The promotions of responsibility as well as the invitation to discover virtues in a fun way represent positive levers for managing discipline.

« *Learn from me* »

This is the school's motto, taken from the gospel of Matthew (11, 28-31) that says : "Come to me, all you who labor and are burdened, and I will give you rest. Take my yoke upon you and *learn from me*, for I am meek and humble of heart; and you will find rest for your souls." This motto opens the door to each child who desires to learn at the school of the Child Jesus, by imitation of the King of Grace who inspired this project, and whose sanctuary is found not far from the school.



Thanks to this model, the students taste the joy of exerting the virtues of the Holy Child: humility, obedience, gentleness, simplicity, purity, and innocence. The Carmelite Apostolic Sisters of the King of Grace supervise the ethical and religious teaching and lifestyle (as the understanding of the virtues), with deep respect for natural law, our history, and our Judeo-Christian roots.

By entering the school, the student accepts to participate in these teachings without being judged or obligated to adhere to them.

### *Responsability and charity*

The school is also committed to a philosophy of sustainable development, encouraging the students to avoid wasting resources, or damage their supplies, as well as to avoid entering into petty competition with one another. The uniform smock assists in these endeavors. The school is furnished and supplied by recycled and recuperated articles, which are themselves reduced to the necessary minimum. The use of photocopies is very restricted.

Additionally, charitable and service initiatives are regularly undertaken throughout the year, particularly with those closest in proximity, in order to create a bond and awaken a spirit of goodwill and openness toward others. For example: invitations to the village neighbors to attend school events (markets, chorus, theater), concrete Lenten and Advent projects (confection of cookies for the Secours Catholique, letters to elderly people in retirement homes), musical concerts in a local retirement home.

Furthermore, since 2021, an alliance has been initiated with a school located in an underdeveloped country. In this way, we create a connection with another country in order to open the children to the world outside our own, and to other cultures, but above all, to contribute by these exchanges and by funds raised to bring support in the measure possible for us and to awaken the desire to turn to those in greater need. The Girls School of Charity-Achrafieh in Lebanon (Beirut) has thus been our sister school since December 2021.

### *The Coursions Association*

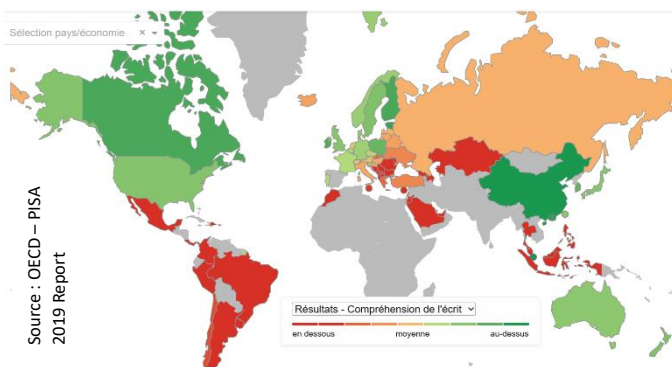
The Coursions Association is the school's legal structure, administering and insuring its proper functioning. All of its members are volunteers.



As with every school that is independent of the National Education, EBSE receives no public subsidies. The school thrives thanks exclusively to generous donors. Recognized with the status of “general interest,” the school is capable of delivering tax deduction receipts. It is also one of the schools sustained by the Kairos Foundation in charge of sponsoring the creation and development of such schools. As for French donors, it is possible for foreigners to make donation thanks to the Kairos Foundation.

The Association bears the name of “Coursons” (little branches) in reference to the vine as the school finds its place in a beautiful and famous vineyard region. At the time of pruning, the winegrower maintains the branch of the year as well as one other as a provision for the year to come. This is the “courson.” It is the framework of the vine, the future of the plant. It is this branch that will bear fruit the following year. Formed in 2014 by a group of individuals desiring to educate “differently,” the Association was inspired by the vocabulary of the vine to speak of its educative mission: to prune and shape, in order to help the students grow, so that they may learn to know themselves and to bear fruit according to their talents.

### *Interest for foreigners: why sustaining such schools in France?*



In the last decades, France have lost many places in the international official classification (23<sup>rd</sup> position on 79 evaluated countries in 2018) about scholar level of children. Basically, we can admit there has been deep social overturning and crisis explaining it. Based on this fact and to the numerous means of

communication existing nowadays, we need to search inspiring models of education. The different cultures and educational systems, especially those based on trust and confidence in child, with positive way of teaching, are researched by EBSE in order to include the best means for a good teaching. Therefore, we believe that foreigners might be concerned by the idea of supporting schools which look forward to these models.

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\* One out of ten French students is “reading deficient” and 1 out of 20 is in a situation of illiteracy according to a 2019 report from the Minister of Education. The creation of the school was motivated by the assessment of problems that frequently occur in learning to read, write, or calculate (dyslexia, dyscalculia, dysorthography...)