





ISIS Galileo Galilei

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Type of organisation:

SME School University Public Authority
 Training No Profit NGO

Other (Specify)

Fields of action:

SMEs Youth Universities Public Authorities
 Equal opportunities Schools Unemployed

Other (Specify)

Description of the organisation

IIS Galilei Liceo has two different work areas, one for students aiming at becoming future teachers (Liceo delle scienze umane) and one for students who are going to work as programmers (SIA), in administration (AFM) and in international business (RIM). The Institute offers years of educational experience. It has been training generations of students improving its role in accordance to the social context needs. The Institute collaborates and develops projects with various institutions and realities of the territory: the Municipality, the ASL of Florence, the Metropolitan City, different schools and school networks, the University of

Florence, cultural and sports associations, training and development agencies, trade associations, the Chamber of Commerce, credit institutions, qualified social operators and formators. These collaborations include activities of first aid, psychological support, inbound and outbound orienteering and PCTO. The

Institute has prepared the students to cope successfully with their university studies for years. Moreover, the school has tried to improve the skills of the students through the use of up-to-date technological devices and programmes and a good knowledge of foreign languages. All these activities are in accordance with the main objectives of a school whose aim is to form responsible citizens.

Experience and Expertise of the organization in the project's subject area

The activities and experiences of the school in the project area are:

- Tests for the certification of the skills which are acquired at the end of the second grade. They consist in real-life tasks on sustainable food, waste collection, pollution and eco-friendly behaviours;
Case studies, practices and cognitive learning dealing with authentic and real-life situations;
- Fruit at school: good habits about healthy food, a course based on recognizing the nutraceutical properties of fruit and healthy snacks, instead of junk food. This course was developed through the partnership with local companies supplying seasonal fruit at school break;
- The "garden classroom" to put the students in touch with the external environment through new selected "tree trunks as chairs" classrooms in the school garden. Teachers and students became gardeners in order to create an outdoor space of wellbeing, inclusiveness and community respecting the ecological priorities and the environment in a sustainable way.

Contributions that can be provided to the project

The efforts of the project partners should be concentrated on environmental and sustainable development aspects to reduce environmental impact. In the development of project planning, the organisations and the participants will adopt a respectful approach to the environment and encourage subjects involved to debate on environmental issues. They will improve the knowledge on the matter, reflecting on what can be done on different levels and helping the organisations and participants to find alternative and more ecological ways to develop the project activities.

The partners involved will promote good practices that are respectful of the environment. This means promoting the use of sustainable means of transport and also adopting real and eco-sustainable measures in the organisation of events, conferences and meetings.

Reasons of involvement in the project

Sustainable development is at the centre of the debate of global community looking for a new development model which is respectful of the environment, natural resources and in accordance with Agenda 2030. Schools have the duty to educate new generations to an integrated and sustainable vision of sustainable development. Their duty is

also to make new generations understand the impact of their behaviours and make them be aware of the consequences of their actions on the future. Students need to learn to face complexity as every choice produces different effects that can be understood only through “transdisciplinarity”. Even though School is “the best place to activate educational projects about the environment and sustainability” there is a lack of preparation for that. Teachers are not sufficiently prepared to face the issue, indeed there are no recognised Course programmes on the topic. The partner schools share a strong motivation in being active protagonists in building a more sustainable world. The schools involved share the need of exploring a new way to face environmental issues as a transdisciplinary topic involving teachers in defining a Syllabus which will prepare students to be active and responsible agents of the environment protection.

Contact Person’s Experience and Expertise

Alessandro Giorni, Headmaster He’s been teaching Italian to foreigners for several years, until he became German teacher in public school in 2005. After 7 years of teaching he became headmaster, before in lower school (pupils age 3-13) and then during the pandemic in higher school system (since 2020 at Galileo Galilei). He’s active with different research groups such as CNR national research center in Pisa, and he has been working, parallel to his main job, also as Trainer for teacher and Other school personnel both in residential courses and in online or blended courses. His key concept is *If you don’t get fun you can’t teach anything*. He’s got a passion for dogs, good eating and drinking.

Rosalia Costantino, Project Manager. She teaches Economic Geography. In her school career she has taken part in the planning and the experimentation of didactic modules for secondary school organised by the SSIS Tuscany together with the IRRE on the subject of the Resistance and the European Constitution. In 2005 she collaborated in the organisation of the Conference “Days for Territory and Environment, Geography Festival” for Tuscany. In the ISIS Galilei she coordinated the work group to develop expert tests for outbound competences in the first biennium. Nowadays she is still coordinating the PTOF commission, is referent for the quality area of local, national and European projects, is referent for RAV, PDM and social reporting. She is an expert in Science of Linguistic and Cultural Mediation, in “didactics, assessment and planning” and in “communication theory: didactic methodologies”. She has developed competences in planning, monitoring and organisation of training courses for school workers. During the 2020/21 school year she was referent for the experimentation of SELFIE for teachers in collaboration with the CNR of Genoa.

Paola Cacciolo Teacher. She is an English teacher, a language expert (French, German and Spanish). Participant in Socrates-Erasmus project as a language expert, after 7 years teaching in primary school she spent some years abroad to teach Italian as foreign language in Mexico at “Universidad Autonoma de Queretaro” and in Belgium, at K.A.T.H.O. (Catholic University college of South-west Flanders).

Sabina Leoncini primary school teacher (Special need and English) from 8 years, at the moment teacher of Philosophy and Human Science. Social anthropologist with a PhD from Florence University in Quality of training. She collaborated with several Universities, research centres and Institutions in Israel and Germany (HUJI, EUI, DAAD, MAE, LMU). She was in charge of an Erasmus K1 project about inclusion in 2018-2019.

Monica Lo Scalzo Teacher . She is an Italian Literature and History teacher. She has been working as coordinator and referent for PTOF management, member of school trips commission, member of inbound and outbound orienteering commission, BES commission.

Anna Maria Rosco Teacher . She is an English teacher, a language expert (German, French, Spanish and Chinese), co-author for three school textbooks in English about tourism, participant in Comenius and Erasmus+ projects as a language expert. Participant in different school exchanges with Polish, Chinese and French schools as a language expert. She has been working as a school referent for the secondary branch of Sasseti Peruzzi Institute, member of the timetable and orienteering commission for Sasseti Peruzzi Institute, referent for the school trips and exchanges commission in Sasseti Peruzzi Institute, member of the School Council for Sasseti Peruzzi Institute.

Stefania Tirini Teacher. She has been teaching Philosophy and Human Science for 6 years in secondary school. She got a Ph.D in Quality of training at the University of Florence. She has been working in international cooperation, in particular in empowerment projects involving adolescents and women in social-educative and economic disadvantage.