Leonardo 4 Children Academy 2024-25

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National Report

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National Report: implementation of suggestions for policymakers

Date	**3.06.2025**
School	**IC PRIMO LEVI**

The following document contains

I. Results of stakeholders feedback

Annex I contains the completed forms filled by stakeholders.

II. Recommendations including :

1) the results of the piloting period in the national contexts
2) opportunities to integrate the Model into national (local, regional)
3) opportunities at EU level

Annex II contains a transferable case study developed by the school.

I. Results of stakeholders' feedback

Please summarize the stakeholders feedback (max 1000 characters).

It can strengthen students' preparation for global challenges by developing transversal and intercultural skills

To ensure the sustainability and scalability of the LACA model in a comprehensive school, it is essential to invest in continuous teacher training and involve families. Promoting a culture of collaboration between schools and local communities, along with establishing international partnerships, can support the expansion of the model. Finally, it is crucial to monitor progress and adjust strategies based on the results achieved.

To integrate the LACA model at the national and EU levels, it is crucial to align it with existing educational policies, ensure sufficient funding and resources tor teacher training and international cooperation, and involve all stakeholders. Monitoring and assessing the model's effectiveness is also essential for making improvements. Finally, promoting collaboration between schools and institutions across Europe will encourage the exchange of best practices.

II. Recommendations

Section 1: Results of the piloting period in national contexts

1. What were the key lessons learnt during the piloting of the L4CA Model in your national context?

It allowed us to connect with different educational environments and it gave our students a broader, more european perspective. Through the universal languages of art and music, they were able to explore and reflect on crucial themes such as climate change, peace and equality fostering not only knowledge but also empathy and awareness.

2. What challenges did you face when implementing the L4CA Model in your school/classroom, and how did you address them?

Most teachers encountered linguistic challenges, particularly when it came to completing the documentation required by the model. These initial difficulties highlighted the need for language support and collaborative dialogue. It was through the exchange of experiences and best practices within the focus groups, as well as through cooperation with European partners, that these obstacles were gradually overcome.

3. Have you discovered new unexpected features of your educational methods thanks to the piloting of the L4CA Model ? If so, please describe.

The L4C model provided us with the opportunity to explore educational methodologies and approaches from across Europe. It enabled us to integrate art and music as powerful teaching tools to address key topics such as equality, peace, and climate change. Moreover, it actively promoted and strengthened the inclusion of students facing socio-economic, cultural, or physical disadvantages.

4. What are the outcomes and expected impact from using the L4CA Model with students?

For several years, our institution has implemented a methodological approach based on inclusion, active learning, and the use of interdisciplinary tools—an approach that aligns closely with the principles of the L4C model. This alignment has reinforced our educational practices and provided a valuable impetus to broaden our perspective, encouraging engagement and collaboration with other educational institutions across Europe.

5. What would be needed to make the use of the L4CA Model sustainable in the future?

We aim to strengthen our institutional website, which serves both as a platform for showcasing the activities carried out and, more importantly, as a resource hub where teachers can access and share materials to promote the dissemination of good practices. Furthermore, we plan to expand the implementation of the model by introducing awards and recognitions designed to motivate students and foster a stronger sense of European identity.
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Section 2: Opportunities to integrate the Model into national (local, regional) contexts

1. In your opinion, how could the L4CA Model contribute to the existing national or regional education policies?

The Model fits with the main national goals like critical thinking, active citizenship and sustainability education.

2. What specific elements of your local or national educational curriculum could be enhanced by incorporating the L4CA Model?

Enhanced resources would make it possible to involve specialists in delivering targeted interventions within the classroom. Their expertise could support both teachers and students by addressing specific educational needs, promoting inclusion, and improving learning outcomes through personalized and evidence-based strategies.

3. What type of support (training, resources, time) would be needed to fully integrate the L4CA Model into the teaching practice on a broader scale?

To effectively scale up the integration of the L4CA Model, teachers would need targeted training, access to adaptable resources, and dedicated time for planning and collaboration.

4. Can you identify any potential partnerships (local authorities, NGOs, universities) that could support the adoption of the Model?

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5. Please provide your recommendations to national/local policy makers.

Time and support to run projects.
Encourage partnership.

Section 3: Opportunities at the EU level

1. How can the L4CA Model contribute to EU educational policies? More specifically, how can the L4CA Model contribute to EU - wide youth engagement on civic education topics such as climate and equality?

The L4CA Model supports EU educational policies by promoting inclusive and interdisciplinary learning approaches that foster critical thinking and active citizenship. By engaging young people through creative methods like art and music, it encourages meaningful participation in civic education topics such as climate change and equality across Europe.

2. How can the L4CA Model foster collaboration and knowledge exchange among educators/schools across different EU countries?

The L4CA Model fosters collaboration and knowledge exchange among educators and schools across the EU by providing a shared framework and common goals focused on inclusive and creative teaching methods. It encourages the creation of transnational networks and regular communication platforms, enabling teachers to share best practices, resources, and innovative approaches to education.

3. What kind of EU support (funding, training programs, networks) would encourage schools in your country to implement the Model?

Adequate EU funding would be essential to provide schools with the necessary resources to implement the Model effectively. Comprehensive training programs for educators would ensure a deep understanding and correct application of the methodology. Additionally, establishing EU-wide networks would facilitate collaboration, knowledge exchange, and continuous support among schools.

4. Please provide your recommendations to EU policy makers.

Engagement and environmental action on a larger scale in EU educational programs.

Annex II: Case study

Leonardo 4 Children Academy - example

Authors of the example

School: Scuola secondaria di I grado Domenico Ghirlandaio – IC Primo Levi Impruneta (FI)
Teachers: Simona Fabiano, Elisabetta Farina, Letizia Giovannini

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Title

A JOURNEY AMONG THE STARS

Target participants

Children aged 10-11 years old (first class of middle school)

Discipline

Disciplines involved: Italian, Mathematics, Science, Art, Civic Education

Expected role of Art & Science: The scientific disciplines are involved in developing children's observation skills (observing the starry sky, observing stars and constellations) and thinking about how to make a way of seeing the constellation in a room using tools from everyday life. The students' creativity is stimulated with the creation of the tube and in the conception and decoration of the lapbook that collects the various parts of their work.

Link with Climate and/or Equality topic

The activity is linked to civic education (equity) through the inclusion of a student using AAC as a tool to enhance their communication and through the inclusion of an in-depth activity and research carried out by students on women who have played an important role in astronomy.

Teaching resources

Information: textbooks (Italian and mathematics), books on the "Myths of the constellations" (epic), internet for searching information about women scientists

Material and tools: sheets, markers, coloured cards, lapbook posters, rubber bands, wool threads, coloured pens and glitter for lapbook decorations, paper tubes (for example Scottex tubes), scissors, glue, tissue paper and crepe paper, cardboard tip.

Time required

Preparation: 1 hour of meeting between the teachers to work out the project and choose the constellations to be reproduced and whose history is told; 1 hour to prepare the material

Execution: work in class and in the school library organized in small gruops (about8 hours)

Description of the activity

The starting point of our journey among the stars was the invitation, addressed to our students, to observe the starry sky with curiosity and wonder. This marked the beginning of an activity that involved the class and the teachers of Italian, Mathematics, Science, Art, Technology and Support in an interdisciplinary workshop presented during the secondary school open day on December 7, 2024.

In class, some myths related to constellations were read aloud: the myth of the Great Bear, the Northern Crown, the Hair of Berenice, and more.

The students then transferred the shape of some constellations onto the Cartesian plane and, later, divided into small groups of 3 or 4, were invited to create their own constellation. Each group designed its own constellation, imagining a story that described it, explained its origin, and narrated it.

These constellations were also drawn on the Cartesian plane and then reproduced on a piece of cardboard. Later, the points necessary to reproduce the constellation were perforated. Finally,

the cardboard was applied to a tube: by illuminating the inside of the tube with a flashlight in a dark room, the constellation magically took shape on the wall.

At the same time, each group conducted research on a woman who played a significant role in the study of space and astronomy.

For each constellation created by the students, a LAPBOOK was created, artistically bringing together the myth of the constellation, the representation of the constellation on the Cartesian plane, the tube to visualize it in the dark, and the story of a "space woman."

A key contribution to the activity was made by a student from the class who usesAAC (Augmentative Alternative Communication) as a tool to enhance theircommunication.

Impact of the activity on the competences of participating students

Competence	**Description of the expected impact**	**Expected impact (high-medium-low)**
Knowledge:	Improvement in the knowledge and use of the Cartesian plane, mythology, and contribution of women to scientific knowledge.	
Art & Science skills:	Passion and interest for art and science will grow through the interdisciplinary approach to the proposed activities.	high
Social skills:	Small group work is very important because everyone can contribute according to their own strengths, leading to the success of the shared work.	high
Emotional skills:	Everyone found their own dimension (writing, mathematical drawing, research, artistic decoration) in the various aspects of the	high

	work. This greatly strengthens self-esteem.	
Communication skills:	The activity improves their ability to communicate with each other and to tell the story of their work.	high
Attitudes:	Opportunity for everyone to bring out their abilities and feelings, in a shared work.	high

Conclusions and recommendations for future application

The activity deeply engaged the students, as each of them found a way to express themselves in the manner that suited them best: creating and writing a story (the myth of the constellation), drawing on the Cartesian plane, decorating the lapbook, and researching information on women scientists. Each student contributed to the small group in their own way, with their unique skills and knowledge. Interaction and support among peers were always crucial, even in the inclusion of the student using AAC, whose participation in the activities was consistent. The creative aspect (expressed both in inventing the story, building the tube, and creating the lapbook) made the activity extremely enjoyable and rewarding for everyone.

Audio-visual material

Material published on the website and shared at:
https://drive.google.com/file/d/1RIt63ZWIZJFOSYfyIla98sJdCpwP3_N7/view?usp=sharing