

LA NARRAZIONE COLLETTIVA COME PERCORSO DI SVILUPPO PROFESSIONALE E
IDENTITARIO PER DOCENTI



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ABSTRACT

This study presents a collective narrative workshop experience conducted over several years with over 700 teachers in training for special education. Through the collaborative writing of fairy tales, based on autobiographical narratives, the program promoted the development of transversal skills and professional reflexivity, contributing to a reorientation of identity and the adoption of inclusive and collaborative teaching practices.

Lo studio presenta un'esperienza laboratoriale di narrazione collettiva condotta durante più annualità con oltre 700 docenti in formazione per il sostegno. Attraverso la scrittura collaborativa di fiabe, redatte a partire da narrazioni autobiografiche, il percorso ha favorito lo sviluppo di competenze trasversali e riflessività professionale, contribuendo al riorientamento identitario e all'adozione di pratiche didattiche inclusive e collaborative.

KEYWORDS

Teacher training, narrative pedagogy, inclusion, self-construction, qualitative analysis-NVivo

Formazione docenti; pedagogia della narrazione; inclusione, costruzione del sé; analisi qualitative Nvivo

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Introduction

Contemporary schools, both in Italy and in Europe, are undergoing processes of transformation that profoundly redefine their functions, roles, and purposes. In an era marked by cultural pluralism, technological change, and increasing socio-educational complexity, the teacher is positioned as a multifaceted figure tasked with acting as a cultural mediator, a facilitator of learning, and a promoter of inclusive processes (Calvani, 2019; Rivoltella, 2020). In light of these changes, in-service teacher training has assumed a strategic role, not only in terms of professional updating but, above all, as an opportunity for epistemological reflection on one's educational practices and as a space for identity building (Mortari, 2003; Mezirow, 2003).

Within this framework, the present paper aims to explore the heuristic and formative potential of autobiographical and collective narratives in teacher training. Narrative, understood as a reflective practice capable of giving shape and meaning to experience (Bruner, 1990; 2004; Demetrio, 1996), is a fundamental tool for processing professional experience and for developing a conscious and critical educational stance. In particular, collective narrative is explored here as a generative methodology, through which individual stories intertwine and transform into shared heritage, generating processes of self-recognition, revaluation, and identity negotiation.

Starting from a theoretical-interpretive framework that emphasizes transformative learning (Mezirow, 1997) and narrative pedagogy (Ricoeur, 1983; Clandinin & Connelly, 2000), this research aims to analyze how collective narrative practices—carried out through collaborative writing workshops and autobiographical devices—can provide a fertile context for the development of transversal skills, pedagogical management of diversity, and activation of metacognitive processes focused on teaching and being a teacher.

The study is structured along several main axes: the analysis of the training needs of teachers in contemporary schools; the delineation of the inclusive teacher profile as a figure capable of integrating knowledge, practices, and values of intercultural and democratic education; the evaluation of the effectiveness of narrative as a tool for professional development; the description of a collective writing workshop as an experiential and transformative device; and finally, the presentation and discussion of the results from the empirical analysis conducted.

1. Teacher Training in the 21st Century School: Emerging Needs and Professional Development Perspectives

Teacher training is one of the key strategic elements for the sustainable development of educational systems in contemporary contexts. In response to an increasingly complex sociocultural environment, pervasive technological transformations, and renewed demands for accountability, teacher training is no longer limited to the initial phase of a teacher's career. Instead, it is conceptualized as a systemic process aimed at enhancing teaching quality through the development of pedagogical, relational, technological, and reflective competencies (European Commission, 2023; OECD, 2022).

The school functions as a complex pedagogical space that serves as a site for relationships, inclusion, and active citizenship. In this space, teachers are expected to adopt multifaceted roles: from facilitators of learning to promoters of educational equity, methodological innovators, and reflective researchers of their own practices, grounded in an integrated knowledge base that includes theoretical understanding, operational skills, and ethical-professional awareness (Caena, 2021).

One of the major themes explored in international teacher training literature is the continuous updating of teaching and methodological skills. The evolution of educational paradigms toward constructivist and socio-constructivist approaches calls for the adoption of active methodologies centered on students and oriented toward shared knowledge construction. This includes cooperative learning, project-based teaching, competency-based education, and flipped classrooms, all of which have gained widespread recognition for fostering authentic and situated learning (Laurillard, 2012; Calvani, 2011).

In this context, in-service teacher training takes on a new trajectory, aimed at developing project-based and evaluative competencies, managing flexible and motivating learning environments, and critically integrating digital technologies—not only as operational tools but also as cultural devices capable of reshaping teaching and relational practices.

The national regulatory framework also supports this perspective, particularly with the recent Ministerial Decrees 65 and 66/2023 (MIM, 2023a, 2023b). These decrees aim to adopt educational models focused on innovation, the development of digital competencies, and the implementation of PNRR priorities in education, such as digital transformation in schools and the strengthening of STEM and multilingual teaching.

In addition to methodological-didactic training, a key area for investment is the strengthening of teachers' socio-relational and communication competencies.

These are crucial components of teacher professionalism, especially in socially and culturally complex contexts. The teaching-learning process is increasingly seen as an emotionally intense educational relationship, where cognitive, affective, and social dimensions intersect and co-determine one another. This demands that teachers exercise empathetic and reflective pedagogical leadership, capable of fostering meaningful relationships and supporting the holistic development and well-being of students (Cornelius-White, 2007; Nussbaum, 2010).

In this framework, the communication competencies of teachers go beyond the ability to effectively transmit content. They extend to active listening, empathetic modulation of interactions, cooperative conflict resolution, and the promotion of a relational climate based on respect and shared responsibility (Hattie, 2009; Wentzel, 2012). Families play a crucial role as partners in the educational process, contributing to the success and full inclusion of students.

Contemporary educational systems are increasingly characterized by cultural, linguistic, cognitive, and socio-economic diversity. This complexity necessitates a rethinking of teaching practices towards differentiated, flexible, and universally accessible approaches (Florian, 2012). The inclusive education approach, promoted by the European Union directives and the United Nations Convention on the Rights of Persons with Disabilities (UN, 2006), calls not only for knowledge of compensatory tools and individualized measures but also for a deep pedagogical disposition oriented towards educational equity and the recognition of diversity as a value (Booth & Ainscow, 2011). Inclusion, therefore, should not be viewed as a set of techniques for integrating special-needs students but as an ethical and professional horizon that involves the entire school system and all its stakeholders (D'Alonzo, 2021; Ianes & Demo, 2017).

An inclusive perspective requires the development of a reflective and critical mindset capable of questioning stereotypes, exclusionary practices, and rigid pedagogical models (Medeghini, 2018). Teacher training must foster specific competencies in content adaptation, managing heterogeneous classrooms, and creating learning environments that welcome and value pluralism (Loreman, 2017). From this standpoint, integrating technology into teaching is an unavoidable necessity—not only to facilitate student learning but also to enable teachers to continually update their knowledge, engage in professional networks (Bocci et al., 2022), discover new educational tools, and make their teaching more interactive and effective. Teachers must acquire competencies not only in using technologies but also in designing learning experiences that fully leverage the potential of digital tools, online platforms, collaborative distance learning, multimedia content

creation, virtual classroom management, and learning data analysis (Gabbi et al., 2023).

Complementing this framework is the ethical dimension of teacher professionalism. Teachers are confronted with complex educational issues related to social justice, equitable access, and the respect for human rights. In this perspective, ethical training is indispensable, allowing teachers to reflect critically on their professional values, address moral dilemmas that arise in daily educational practice, and make pedagogical decisions that protect the dignity of every student and ensure equal learning opportunities.

The emergent training needs—methodological, relational, inclusive, digital, and ethical—outline a complex and multidimensional professional profile that requires structured, systemic development pathways deeply rooted in the concrete reality of schools. For the educational institution to fulfill its educational and civic mandate, it is essential that every teacher is placed in conditions conducive to growth within reflective and collaborative learning environments. These spaces should allow for the integration of knowledge while also enabling the recovery of experiences and values in a transformative perspective (Noddings, 2012; Biesta, 2015; Mortari, 2009).

2. Teacher Training in Promoting Inclusive Processes: The Profile of the Inclusive Teacher

School inclusion, understood as the right to learning and active participation for all students, requires a systemic transformation that goes beyond the adoption of specific teaching strategies. It deeply affects the organizational culture of schools, which must reconsider roles, practices, and the purposes of pedagogical actions through a lens of equity and appreciation of diversity (Booth & Ainscow, 2011; Watkins et al., 2016; UNESCO, 2009; 2015; 2016). In this context, teacher training—both initial and in-service—plays a strategic role, as it is the means through which a professional habitus is developed to support genuinely inclusive processes.

To realize this paradigm, it is essential that both initial and in-service teacher training focus on developing a series of key competencies. As highlighted by the European Agency for Special Needs and Inclusive Education (2022), these competencies are defined across three main development areas: understanding and recognizing diversity; inclusive methodological skills; and relational and communication abilities.

First and foremost, teachers must develop a critical awareness of the multiple dimensions of diversity present in classrooms. These dimensions extend beyond

disability to include cultural, linguistic, socio-economic, and experiential background aspects. This perspective necessitates moving beyond categorical approaches, instead fostering teaching practices that view student variability as a pedagogical resource. It is not simply a matter of adopting differentiation strategies, but of designing intentional, flexible educational pathways that engage every student, ensuring equitable and quality education (Florian & Graham, 2014). In this regard, the Universal Design for Learning (UDL) has emerged as both a theoretical and operational paradigm. It acknowledges the neurobiological diversity of students as an inherent and integral part of the educational process (Meyer, Rose, & Gordon, 2014). Built around three core principles—diversifying the ways content is presented to facilitate understanding for all students; offering multiple means of action and expression, allowing students to demonstrate competencies in various ways; and promoting dynamic, motivating engagement to stimulate interest and perseverance—UDL translates into proactive teaching practices aimed at anticipating and removing learning barriers. This approach goes beyond retroactive accommodations, instead creating an educational environment that fosters inclusivity and equity from the outset (CAST, 2018).

From an inclusive perspective, UDL synergizes with other active and collaborative methodologies, such as cooperative learning, peer tutoring, and the mindful use of accessible digital technologies. When designed in harmony with UDL principles, these strategies flexibly respond to a variety of educational needs, promoting equitable participation and meaningful learning for all students, regardless of ability, language, or cultural background (Tomlinson, 2014; Novak & Rodriguez, 2020).

On the relational level, the inclusive teacher is called upon to create an educational climate based on empathy, dialogue, and mutual trust. This includes the ability to establish constructive relationships not only with students but also with families, colleagues, and other community members. Competence in networking and facilitating collaborative dynamics is crucial for the design and implementation of integrated and effective educational interventions (UNESCO, 2019).

As noted by Ianes (2023), the inclusive teacher does not simply adapt their teaching to students with disabilities but is a professional capable of building open, flexible learning environments that value diversity as a resource. Their professional profile consists of a well-rounded set of competencies, including: knowledge of policies and regulations on inclusion; mastery of differentiated teaching methodologies; the ability to design personalized learning paths; the thoughtful use of assistive technologies; participatory classroom management; and a reflective attitude oriented toward continuous improvement.

In this context, the European Agency proposes a multi-level training model, which includes: (1) a structured and systematic initial training that fully integrates the theoretical and methodological foundations of inclusive pedagogy; (2) continuous in-service training, focusing on updating skills and adopting innovative tools and practices; (3) mentoring and professional support activities aimed at fostering peer reflection and shared practices; and (4) action-research and self-training experiences designed to consolidate a professional culture based on critical practice inquiry and lifelong learning.

Given the transformative role that the inclusive teacher plays within the school system—not only as a facilitator of personalized learning but also as a promoter of an educational culture where diversity becomes a generative principle of teaching actions—it is particularly important to design training and research pathways that support the valorization and recovery of personal and professional experiences. These pathways not only encourage deep reflection on educational practices but also stimulate a redefinition of one's professional trajectory, promoting critical rethinking of past experiences, especially in complex and challenging contexts.

Particularly, shared reflection among teachers and the creation of collegial spaces are essential for improving relational and emotional competencies. This collective approach not only enriches pedagogical practices but also contributes to the creation of an empathetic school environment that is sensitive to the diverse needs of students, thereby enhancing the responsiveness of the entire educational system.

3. Autobiographical and Collective Narration in Professional Training

Narration, in its autobiographical and collective forms, has increasingly become central to the professional training of teachers, emerging as a pedagogical tool to foster reflective and inclusive processes (Biffi, 2016; Travaglini, 2016; Giaconi et al., 2021; Raimondo, 2021; Sicurello, 2021; Di Carlo, 2023). In particular, autobiographical narration, understood as a systematic practice of reflecting on one's personal and professional experiences (Demetrio, 1996; Formenti, 1998; 2004), has solidified in recent decades as one of the privileged means for fostering critical awareness of teaching identity, supporting formative self-orientation (Clark & Rossiter, 2008), and promoting a mindset oriented toward participation.

In the context of teacher professional development, particularly for those involved in inclusive education, autobiographical narration emerges as an interpretive tool to shed light on the deep connections between a teacher's personal history, their perceptions of diversity, and the educational practices they adopt. Through

recounting their experiences, teachers not only have the opportunity to recognize and reflect on the implicit beliefs that guide their actions, but they can also question their educational positions, articulate the tensions and conflicts encountered in their relationships with students, and, most importantly, transform these elements into pedagogical awareness (Demetrio, 1996; 1998; 2008; Mortari, 2009).

However, the value of narration lies not only in the self-reflective dimension but also in its capacity to generate discursive communities and promote mutual recognition among peers. Collective narration, in fact, creates a space for the co-construction of meaning, where individual experiences are shared, re-elaborated, and valued within a dialogical network that supports intersubjective learning and the emergence of common pedagogical visions (Clandinin & Connelly, 2004). In these contexts, narrative exchange not only allows the articulation of difficulties and resources but also stimulates the creation of a common language around the themes of diversity, inclusion, and educational care (Castiglioni, 2011).

Within training programs for teachers specializing in special educational needs, autobiographical and collective narration are particularly effective tools for revealing representations, attitudes, and relational competencies that are often not addressed in traditional training settings. These tools foster the development of a reflective pedagogy (Schön, 1983), built on the ability to critically interrogate one's own experiences (Cambi, 2005; 2014) and to learn through reflection-in-action and reflection-on-action (Papastephanou, 2014; 2018). In this way, teacher self-efficacy and professional empowerment are enhanced, strengthening their ability to tackle the complexities of educational practice and develop personalized pedagogical responses that are sensitive to the diverse forms of diversity present in the classroom (Castellana, 2021; 2024).

In this context, narration can become a symbolic challenge to the standardization and bureaucratization of training pathways. It reaffirms the value of lived experiences, recognizing their formative richness. Narrating one's story means engaging with professional vulnerability in a generative way (Mezirow, 1997; 2003), giving voice not only to successes but also to uncertainties and failures, thus creating the conditions for authentic, participatory, and change-oriented training. Finally, autobiographical reflection contributes to shaping an inclusive school culture by raising teachers' awareness of the complexities of the educational relationship and strengthening the ethics of care. It promotes the creation of teaching practices that acknowledge and respond to the uniqueness of each student, helping to shape a school environment capable of adapting flexibly and attentively to the diverse needs of students. In this perspective, narration is not merely a teaching technique but emerges as a form of educational thinking that,

through storytelling, not only interprets reality but also promotes a genuine transformation of educational practice itself (Formenti, 2004; Pineau, 2005; 2006).

4. The Collective Writing Workshop

In the context of a SEN course in Lower Secondary School, a training-research path was designed focusing on the use of narration as a tool for pedagogical mediation and the co-construction of professional knowledge. The workshop provided a dynamic and stimulating space to explore the transformative potential of collective writing, focusing particularly on enhancing the inclusive teacher's professional profile. It promoted critical and deep reflection, increasing participants' awareness and contributing to the development of transversal skills such as empathetic communication, effective collaboration, interpersonal dynamics management, and participatory planning.

The experience, structured across several annual editions, has involved over 700 participants to date, resulting in a corpus of more than 500 autobiographical narratives. These narratives were based on a prompt inviting participants to recall experiences of exclusion or denial (Bocci et al., 2023; Castellana, 2024). These lived experiences became the starting point for the collective creation of fairy tales centered on the valorization and redemption of marginalized or excluded parts, which restored dignity and recognition to the life paths described.

At the heart of the path was the fairy tale, reinterpreted as a pedagogical tool capable of stimulating imagination, promoting emotional expression, fostering empathy, and encouraging discussions on complex educational issues. In this context, the fairy tale was used as a symbolic narrative, not merely a traditional story, but a means to facilitate the emergence of personal and professional experiences. This allowed participants to address relevant themes in educational practice: the management of diversity, the recognition of vulnerabilities, and the integration of different perspectives into shared teaching practices.

The workshop unfolded in several complementary and synergistic phases. In an initial theoretical-introductory phase, the role of narration in teacher training was explored, emphasizing how it can improve classroom climate, strengthen self-awareness, and promote emotional regulation. This sharing process not only stimulated critical reflection on daily educational practice but also enabled a deeper exploration of teaching dynamics through an empathetic lens, activating a heightened sensitivity in recognizing strengths and vulnerabilities (Delory-Momberger, 2014; 2019).

Subsequently, participants were involved in "narrative workshops" organized in small heterogeneous groups based on subject area, during which they were able to:

- Share personal and professional experiences;
- Rework complex educational situations through the rewriting of fairy tales;
- Reflect collectively, in focus groups, on the relational and emotional dimensions that emerged from the discussions.

These activities created a dialogic and reflective environment, not only valuing diversity but also directly promoting a culture of inclusion. By co-constructing meaning and making shared educational choices, teachers were able to translate the insights gained from the collective writing into tangible improvements in their daily educational practices.

During the course, participants were also guided in the design of Learning Units (UDAs) centered on the fairy tale. Building on the collective stories created, multimedia products (digital storytelling) were developed that integrated visual, textual, and auditory elements. The use of digital tools such as Canva, PowerPoint, and audio-video editing apps allowed not only for documenting the creative process but also for critically exploring the relationship between educational technologies, narration, and inclusion.

The entire path thus took shape as an immersive and personalized training experience, based on reflection, collaboration, and creativity. The outcomes of the experience, as will be further discussed in the following sections, show that collective narration was not only a tool for learning but a transformative practice that contributed to reshaping participants' professional identity and enhancing their commitment to inclusive teaching practices.

5. Analysis and Outcomes of the Program: Discussion of Results

The evaluation of the program's outcomes encompassed both the analysis of the final products and a self-evaluation process, conducted through the administration of a structured questionnaire consisting of 11 closed-response items and one open-ended question to gather free-form feedback. The questionnaire, which used a Likert scale of agreement/disagreement (1-5), assessed the effectiveness of the experience across three main dimensions: personal, relational, and professional. The overall results revealed a highly positive evaluation of the experience, with an average score of 4.69 out of 5, and a distribution showing that over 72% of

participants assigned the maximum score to their experience. This data highlights a strong emotional engagement and significant satisfaction with the training practice (see Tab. 1).

Category	Mean	Std. Dev.	Min	Max
Experience Evaluation	4.69	0.57	2	5
Usefulness of the Narrative Cue	4.43	0.76	2	5
Narration as a Liberating Tool	3.95	1.06	1	5
Emotional Engagement	4.38	0.85	2	5
Awareness of Personal Competencies/Resources	4.59	0.70	2	5
Benefit from Sharing Others' Experiences	4.25	0.89	1	5
Value of Sharing	4.30	0.85	2	5
Reworking Weaknesses	4.60	0.69	2	5
Value of the Training Program	4.69	0.55	3	5
Educational Effectiveness of Narration	4.61	0.64	3	5
Professional Applicability	4.57	0.69	2	5

Table 1. Results of the structured questionnaire administered at the end of the activities

The evaluation of the group experience and the creation of the "inclusive fairy tale" demonstrated significant appreciation, with an average score of 4.69, indicating that the collaborative activity was viewed as effective both in terms of group work and in producing didactically relevant content. A key aspect was the effectiveness of the initial narrative cue, which achieved an average score of 4.43. Participants acknowledged that the cue helped facilitate the recall of significant autobiographical experiences, encouraging a deeper reflection on their personal history and identity, and promoting a process of critical self-awareness.

Despite the overall positive feedback for the narrative activity, the "narrative liberation" indicator recorded a lower average score (3.95), with 12.5% of participants assigning a score below 2. This suggests that, while the narrative exercise was generally well-received, some participants struggled with telling their personal stories, likely due to emotional barriers or discomfort in sharing personal experiences.

From a relational perspective, the program had a positive impact. The sharing of autobiographical experiences was perceived as an opportunity for personal growth, with an average score of 4.25, while the recognition of individual contributions within the group reached a score of 4.30. This indicates that the creation of an inclusive educational context, based on respect and mutual listening, played a

crucial role in promoting positive relational dynamics and fostering a climate of trust among participants.

Regarding transversal competencies, the program highlighted a significant enhancement of participants' awareness of their relational and professional skills. Participants assigned an average score of 4.59 to this dimension, signaling a widespread recognition of improvements in problem-solving, communication, and teamwork. These results confirm the effectiveness of experiential and reflective approaches in education, as they contribute to the development of key competencies for the teaching profession, facilitating the reworking of individual vulnerabilities, as reflected in the mean score of 4.60.

From a professional standpoint, 67% of participants indicated that the competencies developed during the program are directly applicable to their teaching practice, with an average score of 4.57. This data shows that the training experience had not only theoretical value but also practical significance, demonstrating its ability to provide concrete tools applicable in everyday teaching. Finally, the overall evaluation of the training program reached an average score of 4.69, suggesting that the narrative approach and the collaborative dimension were central elements in stimulating critical reflection on the teacher's role and the importance of inclusive teaching. The evaluation of the narrative-related educational activities obtained a score of 4.61, reinforcing the idea that narration, as an educational tool, has a significant impact in fostering a positive learning environment in which diversity is recognized, valued, and integrated into the construction of knowledge.

The analysis of participants' open-ended responses, conducted using Nvivo software and employing a bottom-up approach, identified seven main categories that comprehensively describe the overall experience (Tab. 2). The collected data highlights strong emotional engagement and deep reflection on didactic and relational dynamics.

In the category "Emotional Engagement and Introspection," it emerged how the activity stimulated a profound connection with participants' emotions, facilitating greater self-awareness. Participants reported being able, through the activity, to reconsider significant personal experiences (e.g., losses or emotional grief) and to initiate introspective processes.

The responses analyzed in the category "Collaboration and Group Dynamics" confirmed the value of cooperation as a fundamental tool for creating creative projects. Group work fostered mutual enrichment and the creation of a stimulating environment in which each member felt valued. The sharing of ideas and the

freedom of expression were recognized as essential elements for the success of the activity, emphasizing the importance of collaboration in educational contexts.

In the category "Personal and Professional Growth," it emerged how the experience expanded participants' perspectives on their role as educators, promoting the acquisition of transversal skills, such as creative narration, that could be applied in their teaching practice. The opportunity to create a fairy tale was seen as a form of professional empowerment, contributing to increased self-esteem and enriching educational practice.

The category "Creativity and Imagination" highlighted how the activity stimulated participants' imagination, emphasizing the centrality of creativity in teaching. Participants underscored how the experience allowed them to explore new forms of expression and thought elaboration, and recognized creativity not only as a playful process but also as a powerful educational tool to stimulate divergent thinking and innovation.

Finally, in the category "Didactic Impact and Transferability," participants acknowledged the importance of the activity for improving their teaching practices. There emerged the belief that the process experienced in the classroom could be replicated by applying the same principles of empathy, respect, and collaboration. This confirmed the value of the narrative tool as a transferable and adaptable method to various educational contexts.

Category	Frequency	Example
<i>Emotional Engagement and Introspection</i>	141	<i>"During the activity, I felt a strong connection with my past and with the emotions I had repressed. I became more aware of my feelings and how they can influence my approach to daily life."</i>
<i>Collaboration and Group Dynamics</i>	133	<i>"What struck me most was the collaboration: every time someone proposed an idea, everyone was ready to contribute to improving the project, making the work much more interesting and dynamic."</i>
<i>Personal and Professional Growth</i>	124	<i>"This workshop made me aware of potentials I had never explored as a teacher. Creating the fairy tale allowed me to acquire new skills in storytelling, which I will certainly apply in my lessons."</i>
<i>Creativity and Imagination</i>	107	<i>"The creative aspect was undoubtedly the most stimulating. I had the opportunity to explore new teaching methods. I had so much fun creating the fairy tale. It gave me a chance to step out of the daily routine and see how imagination can transform into a powerful educational tool."</i>

<i>Didactic Impact and Transferability</i>	97	<i>"This is an activity I plan to replicate in class because it promotes empathy and respect for differences. The creation of the fairy tale was fascinating and engaging, allowing every group member to express and compare thoughts and emotions."</i>
<i>Evaluation of the Program and Materials</i>	91	<i>"The activity in general was engaging and stimulating. The main strength was certainly the practical and interactive approach. The quality of the materials provided was excellent: clear, comprehensive, and easy to understand."</i>

Tab. 2. Categories Emerged from the Qualitative Analysis of Open-Ended Observations

Conclusions

This contribution highlighted the role of narration as a highly transformative educational tool in the construction of a teacher's professional identity. The analysis conducted emphasizes how narrative practice, through both autobiographical and dialogic forms, promotes the development of reflective and metacognitive skills essential for critically and consciously addressing the complexity of the contemporary educational context. In this way, narration is not merely an expressive technique, but a pedagogical tool that transforms personal experience into shared professional knowledge.

The educational value of narration lies in its ability to foster a structured reworking of personal experiences, enabling teachers to recognize recurring patterns, latent challenges, and emerging resources within their educational actions. This process of intentional self-reflection serves as the foundation for a more conscious and responsible practice, one capable of responding effectively and creatively to the diverse needs of students. Professional identity, as conceptualized here, is not a static entity but an ongoing process of negotiation, enriched by the interplay of personal experience, intersubjective dialogue, and the educational context.

The data collected, both quantitative and qualitative, confirm the relevance of narration as an educational lever, enhancing not only relational and empathetic skills but also fostering the creation of communities of reflective practice. These communities serve as fertile ground for pedagogical innovation, promoting the sharing of practices, mutual support, and the collective generation of meaning. In this regard, narration acts as a catalyst for professional dialogue, opening new

spaces for cooperation among colleagues and contributing to the development of a reflective culture within the school system.

Another element that emerged is the potential of integrating narration with digital tools. Digital storytelling platforms offer new opportunities to document, archive, and share formative experiences in multimodal formats, promoting collaborative and participatory learning. This convergence between educational technologies and narrative approaches represents an innovative frontier in teacher training, enhancing subjectivities, promoting inclusion, and amplifying the transformative impact of pedagogical reflection.

In light of the evidence gathered, narration emerges as a crucial epistemological and methodological resource in both initial and in-service teacher training. Its conscious and systematic use promotes a professional habitus based on listening, educational care, and the ability to assign meaning to teaching actions. In a school system increasingly tasked with responding to the challenges of diversity and change, narration stands as a generative paradigm capable of guiding the transformation of educational practices and supporting the development of a truly inclusive, dialogical, and person-centered school.

Author contributions

The contribution is the result of a shared vision between Castellana G. and Ferulli F. However, in the order of attribution of the parts: Castellana G. drafted the introductory paragraph and paragraphs 3, 4 and 5; Ferulli F. drafted paragraphs 1, 2 and the conclusion paragraph.

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