1 LHBN\_17\_Abstract\_Short\_Title

**Plural narratives. Across organizational constraints ... towards new professional perspectives**

The paper reports results of a participatory action research aimed to survey the training needs and wishes of educators and coordinators working in Nurseries situated in the Sorrento Peninsula. The need to rethink the organizational standards of services for children, in order to provide to improve the quality of services for children and families, poses the problem of the reflection on the "quality" of the continuous training of operators, from which depends strongly on the quality of educational interventions. Training needs were intercepted by using a focused interview to professionals involved in the search path, aimed also to promote an opening biographical reconnaissance on their learning and professional experiences (internships, continuing education). In this way begins the narrative that could be called the biographical "evidence" (Baudouin, 2010; Capo, 2016). An evidence that often includes biographical tale of difficult experiences, but at the same time "qualifies" the narrating subject in recognizing skills, abilities and implicit knowledge (Polany, 1979; Vanhulle, 2009). The narrative, in this case, represented a biographical mediator, helping the professionals involved in the search path, at first, the clarification of their training needs, and, at a later time, the appropriation, understanding and the sharing of professional experiences (Grossmann, 2009) through the implementation of a training device that has made use of a dual narrative register, oral and written (Formenti, 1996, 1998). What are training and organizational implications of the narrative as a pedagogical work device? (Striano, 2006).

Narratives, stimulating the "commissioning story" of themselves and their professional experience and, at the same time , the visible manifestation of his "biographical capital" (Delory-Momberger, 2010) have offered to professionals involved in the search path, the opportunity to participate in the co-construction of a new knowledge, not only individual but also collective, encouraging, therefore, a further evolution of professional practices (Argyris, 1995).

**KeyWords**: story, training, sharing, learning, organizational transformation.

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