Introduction:

When writing the case story, please keep in mind that the purpose of case stories is to illustrate, how external stakeholder (a school authority, a school management, a team) can use / work with the tool in question. Instead of long technical manuals on how to use the tools, we are offering illustrations and examples of how the tools were actually used in practice.

Case Story Description (2 pages)	
Short description of the challenge that the tool was used to tackle	Describe just in max 5 lines if a concrete challenge existed in the school or if the management was just interested in created a general improvement of the working and learning environment in the school. Challenge : bridging the gap between being a student teacher on a school placement and being a fully qualified teacher. Challenge : being able to separate professional identity from personal identity (even if they overlap)
Contextual information	Describe if the challenge is specific for the national or local context. E.g. new laws, reforms, national trend etc. This challenge is not linked to a very specific context.
Title of the tool	Professional identity – Define it with the use of pictograms : as a student teacher – as a newly qualified teacher – as a senior teacher
How did the school work with the tool	Meeting with student teachers and later with them as novice teachers Meeting with mixed group of senior and novice teachers (of varying ages) within a school
Promoting factors	Describe the factors and / or activities which affected in a positive way the application of the tool Tool itself – pictograms Pictograms help to 'think out of the box'; unlock ideas and metaphors that say more about the experience and the ideas than straightforward examples. As a result the stories told by the participants were very interesting, not known by the colleagues (even if they had been working together for a long time) and they increased empathy and enhanced a feeling of trust. Working groups - student teachers who have become teachers (over time) - group members : novice and senior teachers to create a sense of community In relation to other tools Based on the description of one's personal identity, a SWOT analysis could be conducted to define one's strengths and the opportunities offered by the school and to see how it is possible to turn one's weaknesses into strengths and to overcome threats.
	Describe the factors and / or activities which affected in a negative way the application of the tool

	Lack of time to move on from the discussion and to work on some topics tackled in the discussion about professional identity (using other tools e.g.). In some schools this will be done by the already exising accompanying team.
Developed by	HENALLUX – Namur – Belgium
In collaboration with….	The name and contact details of the school (if they want to be mentioned)