SOCIAL ROLES ATTRIBUTED TO THE SCHOOL COMMUNITY BY A PUBLIC SCHOOL CORDINATOR

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Abstract: The objective of this research is to analyze the social roles of the members of a school community to understand the functions played by each of them within this community. These roles were identified in the discourse of the school pedagogical coordinator. The theoretical framework of this research is Collaborative; Cultural-historical activity theory; Critical Discourse Analysis and Systemic Functional Linguistics. The *corpus* is composed by two semi-structured interviews. The first analysis revealed the emergence of 19 participants in the school coordinator's discourse. The most mentioned participants by the school coordinator were: 1) school, 2) teachers, 3) students.

Keywords: Social roles; school community; collaborative research.

Resumo: O objetivo dessa pesquisa é analisar os papéis sociais dos membros de uma comunidade escolar a fim de entender as funções exercidas por cada um deles dentro dessa comunidade. Estes papéis foram identificados no discurso da coordenadora pedagógica da escola. Os fundamentos teóricos que sustentam esta pesquisa são a Pesquisa Colaborativa; a Teoria da Atividade Sócio-Histórico-Cultural; a Análise Crítica do Discurso e a Linguística Sistêmico-Funcional. O *corpus* é composto por duas entrevistas semiestruturadas. A primeira análise revelou o surgimento de 19 participantes no discurso da coordenadora. Os participantes mais mencionados pela coordenadora foram: 1) escola, 2) professores, 3) estudantes.

Palavras-chave: Papéis sociais; comunidade escolar; pesquisa colaborativa.

1. Introduction

This study is articulated with the research group Núcleo de Estudos Colaborativos em Contextos Escolares (N.E.C.C.E.) which "aims to develop studies that observe, understand, describe, explain and intervene collaboratively in public school contexts of Santa Maria and region"[2] (TICKS, 2015) [my version].

The umbrella project under development at N.E.C.C.E. "Multiletramentos, interdisciplinaridade e formação colaborativa de professores de linguagem na escola" (2015) aims at organizing, systematizing and implementing interdisciplinary pedagogical practices in public school contexts that seek the development of emancipatory pedagogical processes.

Within this umbrella project, the main objective of this particular study is to analyze the social roles of different members of a school community, identified in the discourse of the school pedagogical coordinator. With the identification of these social roles this work will be useful to future studies of the umbrella project Multiletramentos, interdisciplinaridade e formação colaborativa de professores de linguagem na escola contributing to understand this particular public-school context.

This study is also connected to the Post-Graduation Program (PPGL), to the research line Linguagem no Context Social and to the research group of the Laboratório de Ensino, Pesquisa e Leitura

2   Tem por objetivo desenvolver pesquisas que procuram observar, compreender, descrever, explicar e intervir colaborativamente em contextos escolares da rede pública de ensino de Santa Maria e região.

de Redação (GT-LabLeR) within the Major in English of the Federal University of Santa Maria, RS. The studies of this research line (TICKS, 2007; SILVA, 2014; BRUM, 2012) aim at describing, analyzing and interpreting the language in use in several social/institutional specific contexts, paying attention to the social organization, social roles, identity practices and relations established among individuals. As theoretical framework, this research line adopts Systemic Functional Linguistics, Critical Discourse Analysis and Critical Genre Analysis.

2. Review of literature

2.1. Collaborative Research

Collaborative research is a qualitative perspective of investigation which provides opportunities of construction of new knowledge by teachers and outside researchers. In collaborative research the construction of knowledge is made in a joint way, allowing the participants to investigate and reflect critically about their own practices within the classroom and in broad contexts (MAGALHÃES, 2002).

However, for the collaborative work to happen, it is necessary that participants are available and interested in reflecting on their own practices, exploring new ways of teaching, learning and researching. Celani (2004) discusses the importance of reflecting on the actual classroom practices in order to create new strategies that can implement the traditional ways of teaching. The establishment of a relationship of trust between teachers and outside researchers is another factor that is of utmost importance to the success of collaborative research. According to Celani (2004), "without trust there can be no productive teaching-learning situations, [...] because without trust collaborative

relationships cannot be established"[3] [my version].

According to Magalhães (2002, p. 51), collaboration does not mean symmetry of knowledge and/or similarity of ideas, meanings, representations and values of participation. In fact, it implies conflicts, tensions and questions that give members possibilities of distancing action and reflection [...].[4] [my version].

The concept of collaborative research is relevant for this investigation because the data of this study was collected at the beginning of a collaborative process of investigation, developed in a public school in Santa Maria which started in 2016. Additionally, the concept of Activity System, which is discussed in the next section, is also helpful to map and understand the social activities established in the school.

2.2. Activity System

Within the school context, all the school community participates in different activities which compose activity systems. The activity system is the systematization of these activities, it interconnects the subject with the object with the aim of achieving the expected result of the process. The concept of Activity System proposed by Engeström (1987) is useful for this research because it is of utmost important to map and understand the context of the school.

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3   Sem confiança não pode haver uma situação de ensino-aprendizagem produtiva, criadora [...], porque sem confiança não se podem estabelecer relações de colaboração.

4   Colaborar não significa simetria de conhecimento e/ou semelhança de ideias, sentidos, representações e valores de participação. De fato, implica em conflitos, tensões e em questionamentos que propiciem aos integrantes possibilidades de distanciamento, de reflexão [...].

According to Liberali (2009), social activities are practices in which people act in a collective way so that they can achieve a shared objective. Cultural-historical activity theory (CHAT)[5] has as object the social activities, in which "individuals are interacting with others within cultural and historically dependent contexts"[6] [my version] (LIBERALI, 2009, p.12).

Engeström reinforces the social and collective nature of the activity system, emphasizing the relationship between individuals and their communities. To map this relationship, Engeström incorporates the following elements: subject, community, rules, object, division of labor, instruments and result. The subject refers to the ones who take part in the activity itself and interact with the community through particular rules. These rules regulate the relations of the participants and they can be implicit or explicit. The subject and the community relate to the object through the division of labor that organizes the work of the participants. The instruments are important to mediate the activity. The object is what you want to achieve and the result is the end of the process, in other words, what was achieved with the activity. Therefore, the activities exist to transform objects in results.

The activity system is not isolated and it can be connected to other different activity systems, once individuals can participate in many social groups depending on the professional attributions they have.

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5   TASHC, in portuguese.

6   Sujeitos estão em interação com outros em contextos culturais determinados e historicamente dependentes.

2.3. **Critical Discourse Analysis and Systemic Functional Linguistics**

Critical Discourse Analysis (henceforth CDA) sees discourse as a social practice rather than a purely individual activity (FAIRCLOUGH, 1992, p. 63). Halliday (1989), agrees with Fairclough (2003) by saying that a way to understand language is by studying different discourses, considering that text is language that plays a role in a certain context, therefore, functional language. In this sense, discourses constitute part of the resources which people deploy in relating to one another and in seeking to change the ways in which they relate to each other (FAIRCLOUGH, 2003, p. 124).

CDA helps people understand the meaning that texts construct in the sense of being critical about information people receive every day, raising awareness in order to develop different perspectives in the social world.

Fairclough (2003) sustains his studies of discourse in the linguistic level through a systemic functional approach. Within this perspective, Halliday (1989) proposes a framework used to understand the context in which texts are produced. This framework is constituted by the field of discourse, the tenor of discourse, the mode of discourse. Field, tenor and mode are performed in texts by three respectively metafunctions: Ideational, Interpersonal and Textual. Halliday (1989) argues that the Ideational metafunction of language focuses on our experiences in the world and beliefs, the Interpersonal metafunction deals with the social and power relations (identities) among language users and the Textual metafunction structures and organizes the linguistic information of discourse. Fairclough (2003) approaches these notions in order to better analyze the discourse in the linguistic level. In this analysis, we focus on the Interpersonal metafunction in

which language is analyzed as social interaction, highlighting the social roles attributed to the participants of the school community according to its coordinator.

The social roles are the functions played by individuals in a certain context. The social roles are part of the social identity and of course, a person's social identity includes diverse social roles (FAIRCLOUGH, 2003, p.161).

To do the analysis of the social roles in the linguistic level we use the textual categories of Modality and Evaluation proposed by Fairclough (2003), based on Halliday (1994). Modality and Evaluation demonstrate the commitment of an individual, in terms of truth, necessity, values and obligations in their texts and contribute to construe social identities and consequently, social roles.

According to Halliday (1994), Modality is the author's judgment of the probabilities and obligations implicated in one's discourse. In other words, it is the author's commitment to the truth or necessity. According to Fairclough (2003, p. 171-3), Evaluation is the textual category that points out the participant's commitment with their discourses and values. It includes both explicit and implicit statements in which authors establish their commitment and assumed values.

The study of the social roles together with the mapping of the school social activities can be helpful to the understanding of the school context. The study of the context is essential to all types of research.

3. Methodology

3.1. *Corpus*

The *corpus* of this study consists of two semi-structured interviews carried out with the coordinator of a public high school of Santa Maria. The first interview lasted eighteen minutes and eleven seconds, and it was carried out on November 30th 2015. The second interview lasted seventeen minutes and fifty-five seconds, and it was carried out on May 10th 2016.

3.2. The system of activity of this investigation

The school in which this investigation takes place is located downtown Santa Maria and it was founded in 1946, 70 years ago. The school has around 1.200 students, 120 teachers and 25 other school staff.

The System of Activity of this study has as object to understand the context of investigation and as outcome the identification of the social roles constituted in this particular context, as can be seen on Figure 1.
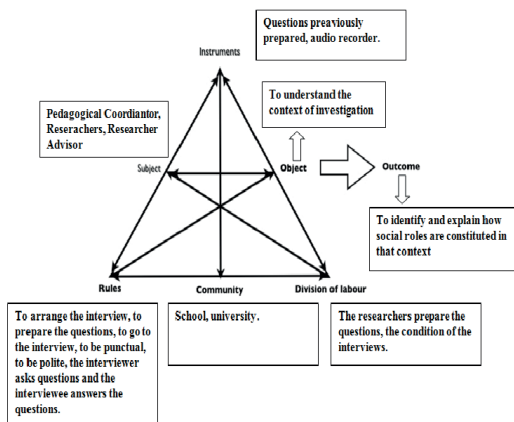

Figure 1 – Activity system of this investigation. Adapted from Engeström (1987)

The community is composed by the public high school community and the Federal University of Santa Maria (henceforth UFSM). The subjects are the pedagogical coordinator of that public high school of Santa Maria, RS, the Researchers and the Researcher advisor from UFSM.

The instruments of the investigation are the questions of the interview previously prepared by the researchers and an audio recorder.

Vieira-Abrahão (2006) states that interviews are composed by questions that happen in face to face interactions. In this analysis, we use semi-structured interviews which were recorded, as the procedure of data collection, because in the semi-structured interviews the researcher prepares the questions to guide the interview, but during the interview other questions may arise. The semi-structured interviews were carried out with the school coordinator. The interviews were audio-recorded, transcribed and analyzed. The second interview was carried out to supplement the first one in order to complement the information given by the interviewee in the first interview and better understand the context of the school.

Within the investigation, we have the rules which regulate the activity. The first rule of this investigation was to arrange the interview. This arrangement was mediated by one of the Researchers who is a teacher in the school. The other rules were to prepare the questions, to go to the interview, to be punctual, to be polite and to try to guide the interview by asking the questions.

In the division of labor of both interviews, the Researchers prepared the questions. In the first interview, the Researchers guided the interview by asking the questions to the coordinator. However, in the second one, the coordinator led the interview by taking the

questions on her hands and responding them. In this sense, some of the rules typically established between interviewer and interviewee in the activity were not followed.

3.3. Procedures of data analysis

Firstly, the interviews were transcribed in order to be analyzed. Secondly, we identified the participants and quantified their recurrence in the text. After this identification and quantification, we analyzed in details the three most recurrent participants and the social roles attributed by the school coordinator to each of these participants.

3.4. Categories of analysis

Fairclough (2003, p. 160) discusses the way individuals position and commit themselves to their texts. The way the coordinator is committed and how she evaluates the participants in her texts contributes to the identification of the social roles attributed by her to the members of the school community.

To do the analysis of these social roles in the linguistic level we use the textual categories of Modality and Evaluation proposed by Fairclough (2003) based on Halliday (1994) and discussed in the Review of Literature.

Halliday (1994) argues that these categories are materialized by the interpersonal metafunction in which language is analyzed as interaction. Thus, language in this perspective can construct and establish identities and consequently, social roles.

The categories of *Evaluation* and the categories of *Modality* are highlighted in Table 1.

Categories of Evaluation	Categories of Modality
EVALUATIVE ADJECTIVES	FREQUENCY ADVERBS
AFFECTIVE EVALUATIONS THROUGH RELATIONAL PROCESSES	PARTICIPIAL ADJECTIVES
EVALUTIVE ADVERBS	FIRST PERSON STATEMENTS
AUTHORS EXPLICIT MARKS	ASSUMED VALUES

Table 1 – Categories of Evaluation and Modality (FAIRCLOUGH, 2003, p. 171 173)

4. Results and discussion

To start identifying the social roles attributed to the school members by the coordinator we first identified quantitatively the emergence of 19 participants in the school coordinator's discourse (Table 3). The most recurrent ones, in other words, the ones that were most mentioned by the school coordinator were: school, teachers, students (highlighted in Table 2).

Participants	Nª of occurrences	Percentage of occurrences (%)
1.School	107	30,6%
2. Teachers	94	26,9%
3. Students	61	17,4%

Table 2 – The most recurrent participants identified in the coordinator's discourse and their occurrence in the corpus.

In the next sections, we analyze in details the social roles associated to the three most recurrent participants mentioned by the pedagogical coordinator in her discourse.

4.1. The school

The coordinator relates to four different social roles to the participant *School* (Table 3). It is relevant to clarify that we considered roles attributed to this participant when the coordinator refers to this participant as *nós, a gente* and *a escola*.

School social roles	Recurrences
1.Shelter of diversities	03
2.Mediator of interpersonal conflicts	02
3.Manager of staff replacement	02
4.Promoter of interdisciplinarity	01

Table 3 – The school social roles and thteir recurrence in the corpus

The social role Shelter of diversities is constituted in the pedagogical coordinator's discourse by the use of the evaluative noun *diversidade* cited seven times in the discourse. According to the pedagogical coordinator's discourse the school shelters different diversities which are materialized in her discourse by the following evaluative adjectives and adjective phrases: *cultural*, *de raça*, *de gênero* and *de formação familiar* (Excerpt #1).

Another linguistic exponent that helps to identify the social role *Shelter of diversities* is the indefinite determiner *todos(as)* used to indicate the diversity that covers a great deal of students from different regions and Estates (Excerpt #1).

> Excerpt #1
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> "Bah, os alunos, nós temos assim ó: é uma *diversidade*, de vir de *todas* as regiões e de *todos* os estados porque todos os dias, nós *recebemos* alunos de outros [...]. (...) Mas aqui, por exemplo, nós temos desde a Santa Marta, Boca do Monte, São Pedro, aqui do Verde, de *todas* as regiões nós recebemos."
>
> "(...) É uma *diversidade cultural* né, gurias? Nós temos uma *diversidade cultural, diversidade de raça e diversidade de gênero.* Então, aqui na escola tem [...]."
>
> "Acho que um dos fatores que tem nos preocupado é assim ó: é a *diversidade de família* que nós temos, né? (...) Então, nós temos assim ó: uma *diversidade de formação familiar.*

The second school social role is *Mediator of interpersonal conflicts* and it is constituted in the coordinator's discourse by the use of the verbal process *acorda*, nós vamos *acordar* (Excerpt #2). The verbal process *acordar* indicates the school commitment, according to the coordinator, to the resolution of conflicts that occur with students and school teachers (Exceprt #2).

These conflicts are described in the coordinator's discourse as *problemas*. The social role *Mediator of interpersonal conflicts* is also structured by the use of the relational attributive process *algumas turmas têm mais problemas de indisciplina* focusing on the nature of the problem in the attribute *problemas de indisciplina* (Excerpt #2).

> Excerpt #2
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> "É assim ó, por exemplo, a gente *acorda* com os alunos ó, *nós vamos acordar* isso, professor vai mudar isso mas vocês também tem que ter a contra partida né, não é só do professor, é de ambos."
>
> "Olha, um dos *problemas* que a gente presencia é mais relacionado assim, algumas turmas têm mais *problemas* de *indisciplina*, tá?"

The social role *Manager of staff replacement* is constructed in the coordinator's discourse by the use of the relational attributive processes *tivemos* and *ficaram* and highlighted by the attributes *laudo* and *doentes*. The medical leave the coordinator refers to is related to pregnant and sick teachers. These linguistic exponents indicate the nature of the school problems in relation to the staff replacement (Excerpt #3).

> Excerpt #3
>
> "De laudo? Bah, oscila muito, às vezes depende, às vezes tem mais... o ano passado por exemplo, nós tivemos mais problemas**...** este ano, *nós tivemos laudo* em que entra *a gestante* também na química, *professores que ficaram doentes* da disciplina de química."

The school social role *Promoter of interdisciplinarity* is revealed in the coordinator's discourse by the use of the material processes *trabalhar* and *abordar* that indicate the commitment of school with the promotion of interdisciplinarity. The aspect interdisciplinarity is identified in the discourse by the use of the noun *interdisciplinaridade* and the adverb *integrado* defined by the coordinator as the union of different teaching and learning areas working in an integrated way (Excerpt #4). According to Fazenda (2009), the concept of interdisciplinarity is defined as "an interaction among two or more school subjects"[7] [my version] (FAZENDA, 2009, p. 104). We can notice this seems to be the

7   "uma interação existente entre duas ou mais disciplinas."

concept of interdisciplinarity approached in the school.

Excerpt #4

"As metas do PPP é assim ó, nós temos, o que que, qual é a *grande meta* nossa? É procurar *trabalhar* cada vez mais *integrado* né, pra que a gente possa *abordar* a *interdisciplinaridade* né, essa é uma das *grandes metas* e aumentar o nosso índice de aprovação, né."

4.2. Teachers

The participant Teachers was the second most mentioned by the school coordinator and the analysis demonstrated that she attributes four different social roles for this participant (Table 4).

Teachers' social roles	Recurrences
1.Interdisciplinary class planner	02
2.Committed professional	02
3. Substitute teacher in medical leaves	01
4.Mediation solicitor	01

Table 4 – The teachers' social roles and their recurrence in the corpus

According to the pedagogical coordinator's discourse the process of planning the classes is conducted in the school in an integrated way with the aim of promoting the interdisciplinarity in class (Excerpt #5). Therefore, the social role *Interdisciplinary class planner* is constituted in the coordinator's discourse by the use of the noun *planejamento* cited four times in the discourse.

In addition, the linguistic exponent *interdisciplinary*

is emphasized by the intensifier *mais* that highlights the objective of promoting interdisciplinarity through the work of teachers in class. Moreover, the coordinator uses the indefinite pronoun *cada* and the noun *dia* that indicate the interdisciplinarity in the school is in process of development (Excerpt #5).

Excerpt #5

"O grande objetivo é que os professores passem a ter um *planejamento em conjunto*, este é o grande objetivo, tá? Que o *planejamento cada dia* passe a ser *mais* procurando sinalizar pra ser *mais interdisciplinar*, pra que eles possam de fato saber o que um colega de sua área está trabalhando"

"Por meio do *planejamento* deles nas reuniões, no *planejamento integrado* que eles fazem nas reuniões pedagógicas e principalmente quando eles vão elaborar uma atividade..."

The social role *Committed professional* is constituted in the pedagogical coordinator's discourse (Excerpt #6) by the arguments she gives to highlight the excellence of the teachers working there. The first aspect the coordinator points out is the professional qualification of teachers evidenced in her discourse by the noun *titulação* (Excerpt #6).

This social role is also constructed in her discourse by the use of the material processes *estão buscando* and by the use of the evaluative noun *melhoria*. These processes are intensified by the use of the frequency adverb *sempre* which indicate the teachers are always seeking ways to improve their professional qualification (Excerpt #6).

Another argument the coordinator uses is the commitment of the teachers with their profession. This aspect is emphasized by the fact the coordinator uses once the noun *comprometimento* and twice the evaluative adjective *comprometidos* (Excerpt #6).

> Excerpt #6
>
> "Os professores, por que eu considero eles excelentes? Primeiro, pela *titulação* que todos... A grande maioria tem. O fator que os professores *estão sempre buscando* uma *melhoria* dentro da sua formação... É outro fator. *Comprometimento*. Eu vejo o quadro daqui *comprometido*, certo? Apesar de todas as *mazelas* que a nossa profissão tá passando, eles são *comprometidos*. Eu não lembro de nada que ainda tenha colocado em reunião que eles não, assim, não tenham aceito. Sempre que a escola propõe alguma coisa, num primeiro momento, a gente sempre discute com eles."

The third social role attributed to teachers by the coordinator is *Substitute teacher in medical leaves*. This social role is constructed in the discourse by the use of the material process *atendam* that signalizes the commitment of teachers in substituting other teachers in situation of medical leave. We presuppose teachers accept this pedagogical coordinator's request as this is a recurrent problem in public schools (Excerpt #7). Santos (2006), discussing the absences of teachers in public schools in São Paulo (SP), states that one of the most frequent solutions used by the schools to solve this problem is to substitute the teacher by using one of the teachers that are present in the school. This solution seems to have become a common practice all over the country.

> Excerpt #7
>
> "Na medida do possível, a gente solicita que aqueles professores que estão aqui *atendam* os alunos se não eles ficam sem essas aulas, tá? Laudo menor de 30 dias ou até 30 dias não tem a obrigatoriedade de o professor titular de recuperar [...]"

The forth teachers' social role Mediation solicitor can be identified in the coordinator's discourse by the use of the behavioral

process *vêm* that signalizes the teachers' movement towards the school direction to establish the dialogue to solve the difficulties. In other words, the teachers request the school mediation to solve the problems (Excerpt #8). According to the coordinator's discourse, this mediation is made through dialogue, this aspect is evidenced in her discourse by the use of the nouns *conversa* (cited twice) and *diálogo* (cited once) (Excerpt #8).

Excerpt #8

"(...) os professores, por exemplo, se têm alguma *dificuldade* numa turma, eles *vêm* até nós, a gente vai lá, a gente *conversa* com o professor, *conversa* com os alunos, é na base do *diálogo*. "

4.3. Students

The participant *Students* was the third most mentioned by the school coordinator and the analysis demonstrated that she highlights two social roles related to this participant (Table 5).

Category	Recurrences
1. Students' Attributed social role: Uninterested in the school learning	01
2. Students' Projected social role: Responsible for their own learning	01

Table 5– The students' social roles and their recurrence in the corpus

The analysis points out two different students' social roles. The first one was classified as an Attributed social role *Uninterested in the school learning*. This social role is the one students really assume, according to her discourse.

The coordinator points out the behavior of the students, which indicates these ones do not have discipline to study. This argument is constructed in the coordinator's discourse by the use of the adverb *não* and by the use of the relational process *têm* accompanied by the attribute *disciplina* that indicates students are not committed to their own learning (Excerpt #9).

One reason the coordinator gives to justify this students' social role is the access to social networks, specifically the Facebook. According to her, the use of the Facebook distracts them.

Excerpt #9

"(...) os alunos *principalmente* ter um horário de dedicação pra estudo, que hoje a gente percebe que os nossos alunos eles não tem essa... a grande maioria *não tem essa disciplina* para o horário de estudo. Acho que um dos fatores que contribui para essa questão é a questão das redes sociais né, a gurizada tá muito ligada no Facebook daí se perde um pouquinho."

The second social role was classified as a Projected social role *Responsible for their own learning* (Excerpt #10), once the coordinator argues it is the one students should assume. In other words, this is not the role they enact but the role she would like them to personify. This Projected social role is constituted by new attitudes from the learners.

According to Kalantzis and Cope (2012), these new learners use a range of multiple sources and media to research information; they take responsibility for their own learning; they continue their learning

independently beyond the lesson and the classroom; and they have a critical thinking about their own process of learning (KALANTZIS; COPE, 2012, p. 29). This role seems to be the one the school coordinator would like students to enact.

The Projected social role is evidenced in the coordinator's discourse by the use of the evaluative adjective *responsável* and by the circumstance *pelo seu processo* indicating that for the coordinator the ideal attitude the students should have is to take responsibility for their own learning.

Excerpt #10

"Eu, por exemplo, entro em todas as turmas, explico todo o processo de avaliação, como se dá e colocando para eles que eles não estudam para o professor, *eles estudam para eles*, o aluno estuda para ele e que é *ele que é o responsável pelo processo dele* e que tem que quebrar essa cultura de que eles estão estudando para o professor ou para a disciplina... Não, eles estão estudando porque o processo de avaliação é deles. (...) Então, a responsabilidade do aluno de ensino médio, ele já tem que se focar para isso."

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5. Final considerations

In this study, we analyzed the three most recurrent participants attributed by her in the corpus of the study (Table 3). The analysis of the participant School pointed out four different social roles. Among the social roles attributed to the School, we identified two social roles of pedagogical nature and two of administrative nature. Even though we had identified these two administrative School social roles, the coordinator did not make explicit which school members are responsible for these administrative issues. We presuppose when the coordinator refers to the participant School she is considering herself

and other members of the management personnel as agents of these attributions.

In relation to the social roles attributed to the participant Teachers we identified four different roles. We can realize that for the coordinator the teachers are committed professionals when they help the school in the pedagogical area (planning interdisciplinary classes), in the administrative area (substituting teachers) and in the interpersonal area (requesting mediation to the school).

The social roles attributed to Students by the coordinator are of a number of two (Table 5). The Attributed social role Uninterested in the school learning is the one the coordinator believes students really assume, according to her, students are more interested in subjects outside the school, such as the Facebook social network. The Projected social role Responsible for their own learning is the one the coordinator would like them to enact. According to her, students need to study for themselves; they must be responsible for their learning process and interested in it.

Fairclough (2003, p. 159) discusses the process of identification, the way people identify themselves and are identified by others. The pedagogical coordinator attributed the social roles of each school member according to her perspective, identifying each of them. From this, we understood the different social roles the coordinator attributed to the school members and the problems the coordinator highlights related to some of these roles. We also noticed the importance of the collaborative attitudes within the school; each participant must play their functions for the success of the school work and also how this collaborative interplay helps to minimize the school deficiencies, such as the substitution of teachers.

In this sense, Engeström (1987) reinforces the social and collective nature of the activity system, emphasizing the relationship between

individuals and their communities. Therefore, based on this notion of collectiveness, with this study it was possible to identify the relationships and social roles established in that particular context highlighting the importance of each school member for the success of the school activities. Each social role is essential for the proper functioning of the school as a cohesive entity. It is also important to emphasize the social roles we identify were attributed by the school coordinator; we do not know to what extent the participants really assume these roles.

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