

RADICAL IMAGES COMMITTED
IN THE IMMEDIATE SITUATIONS
OF THE PRODUCTION OF THE
TECHNICAL SCHOOL COUNCIL

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Florentino Silva Becerra
cienaga16m@hotmail.com

María Guadalupe Moreno Bayardo
gpemor198@hotmail.com

DEPARTMENT OF EDUCATION STUDIES OF THE UNIVERSITY CENTER FOR
SOCIAL SCIENCES AND HUMANITIES OF THE UNIVERSITY OF GUADALAJARA.
BELENES CAMPUS, MEXICO.



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— Abstract—

This work presents from the relationship of the social thing that the professors and directors construct in the Technical School Council; the construction of meanings that through interaction they share; so he asks himself; What are the symbols that occur in the interactions that give meaning to the collegiate of teachers and managers? What are the images that are described in the collegiate performance and the meaning they represent in the behavior of the group? The objective; interpret the production of meaning that is generated in the images of collegiate interaction that describe the meaning of the actions of teachers and managers in the School Technical Council.

The defined focus of the study of the life of human groups and their behavior based on the theoretical perspective of social interaction, from the conception of meaning that arises as a consequence of the collegiality that each one maintains with the other, and that these modify through the interpretation of social production in situ, this process guides the social research methodology under the explanatory approach of the grounded theory, the theoretical sampling as a tool for the collection of successive data, starting with open codes on the data collected to determine new phenomena for its analysis, the results are foundations for successive research processes.

As result we have that the meanings in the collegial interaction of professors and managers is based on the dynamic interconnection where the symbols that emerge from the interactive acts, are an expressive endowment in a framework of what the creation of own norms of the context supposes. "Performances", the actors through the symbols that emerge from the interactive acts are producing an expressive endowment of these cultural scenes.

Keywords

School Technical Council, reciprocal influences, radical images, shared meanings and meaning.

The social context of school life becomes possible to the extent that an intersection between senses is constructed in the interaction; those charged to the actions of the participants in the collegiate of the School Technical Council. The links that persist often summarize the struggles for control of the school organization. Interest of these are the bargaining interactions, which through dyadic relationships access the structuring insert of that complexity.

Simmel (2002), from his theory, seeks the understanding of these non-institutionalized social forms, such as dyadic, generated by the reciprocal action of two actors inserted in a network of relationships and shared senses, dialogic situation that goes beyond the form individual thinking.

The establishment of borders, as a territorial arrangement of communication structures in collective interaction, clusters professors and managers, turning collegiate spaces into customs that do not allow modifications to their collective actions, integrated in the sense of the object of school activity, transforming collegiality into a complex reality that reacts to the transitions that generate new educational changes.

But what is the meaning of collegiate interaction for teachers and managers?

At this crossroads, the set of relationships established by professors and managers in collegiate, allows to distinguish transactions that permeate the context, a negotiated order, regulatory space to institute the way to participate; social category of articulation of collective interactions, so that dialogue in situ adds to the constitution of a structuring social order, social action participates in the interaction of the members of the CTE, by building a world of symbolic forms in the meaning that is reflected in the organizational control concealed by the consensus of social interaction, which takes over collegialization, generating an integration of meaning that uses communication to convey its meanings in context, contributing fundamentally to the reproduction of the social order, emerging identity symbols shared by the group, becoming a pre-existing network of structures that reconfigure and strengthen their pattern of social production relations in situ, structuring distinctive features of collegialization, a conception of the whole social world and place in it that occupy relationships and networks that identify them.

METHOD

For the understanding of reality in the construction of social interactions, the following methodology was addressed:

- a). Subjects. It is based on the selection of dyadic interactions as a space lived in a social order and negotiation, chosen for their possible relevance in the realization of previous projects.

The data collection is configuring the domain of the sample in relation to the theory, thereby generating the sample to be an open and ad hoc procedure and not an a priori design parameter.

In this sample for convenience, there were 13 physical education teachers and 16 arts teachers, 2 coordinators and 2 managers, all belonging to a public secondary education school zone led by the principal.

- b). Theoretical sampling generated data collection through the instruments: participant observation in the same scenarios in which the interactions occur; interviews, designed in a first phase, selecting the cases by their similarities, then they were chosen for their differences, the creation of categories is established by their similarities.
- c). Hypotheses, these are generated from the moment the data emerges, the research design based on the grounded theory approach requires starting the theory generation without hypotheses, or preconceived ideas about the object of study. The process begins with open codes on the data collected, so the selective sample is directed towards the issues that are central.
- d). The context. This is framed by sessions of the School Technical Council called peer learning, in which teachers from 12 secondary schools belonging to the subjects of Arts and Physical Education, a group that as a social category, is a group that perceives itself composed of professors and managers who have developed an “*awareness of us*”. It is not only a group of belonging, to which the subject is passively connected, but it is a reference group, in which the subjects use social norms and values to guide their thinking and acting, in a given situation.

RESULTS

a). *Established meanings.*

Blúmer (1982) says that the meaning that things contain for the human being a central element in themselves, so that the meaning is the fruit of the process of interaction between individuals.

To the extent that individuals interact through their actions, they define their interacting according to their function, the product of social interaction; then social construction in situ result of the interaction between teachers and managers is the effect of the different actions in relation to the object, because the acts of the group members cause a corollary that defines their interactions. Next, in situ interactions as a result of collective interaction in the School Technical Council will be addressed:

The collegiate assumes that the beginning and presentation of the meeting corresponds to the Principal:

Prin.- Starts the session, welcomes everyone and explains the development of the session, the Principal organizes a collective observation of the teachers' classes.

These established meanings, generated by the channel of the collegiate march are the opening speech of the session and announces to the members the moment the opening of the dialogue actions between professors and managers, these symbolize the construction of a context of shared meanings, where the definitions of new senses open a space to social reality that is only built in the interaction with others:

Mo.- The previous session asked to involve Spanish and Mathematics and brought printed material from his work.

The teacher states that he can continue with the presentation of the work, that is, the action established as part of the structure of the session that each teacher presents to the group is found, the task is to show a class, to be assessed by means of an instrument of observation, the Principal indicates the follow-up of the observation guide, for the fulfillment of the session:

Prin.- Comments that the observation has to be continued with.

The observation guide that teachers and managers have to undergo is the central axis of the process that gives meaning to the interaction:

Tchr.- Says that you can see the development in the result and if the questions can be answered.

Teachers and managers know the space of the group because it has been established by it, values and norms that are built and integrated into the culture that the collegiate structure for the interaction of the group are implicit and therefore established:

Mo.- *Give their opinion according to what they observed in the videos presented.*

The coordinator of the work requests the participations according to the order presented in the context, the teachers know the space since it is between equals and can be involved in the criticism of the work of the participants in turn:

Mo.- *They question the teacher if the videos were in order, with a beginning, a development and a closure.*

So another teacher continues with the presentation of her work, in this case she shows some drawings that her students have prepared:

Tchr.- *Shows her evidences, works done in her art class. Shows several works of her students made with different materials. All works are free on the subject.*

To which in this act another teacher also adds, the presentation of photographs composed with costumes and different materials are her presentation:

Tchr.- *Shows her evidence with some photographs and the costumes made by the students with different materials.*

Teachers add their participation as a product of the interaction:

Mos.- *They gave feedback to the presentation, where they mentioned that it is important to maintain the interest of the students, a teacher commented that now with the autonomy the students have the opportunity something that is of their interest.*

The intervention of the group coordinator is manifested by referring to the question, what did we learn? Generates conditions for teachers and managers to incorporate the product of their actions:

Prin.- *What did we learn?*

To which adds its participation of integration, for all, the context in which teachers and managers are added to the action of meanings that permeates the groups in interaction.

Prin.- *He says that these meetings will be resumed. We have to be inclusive.*

To what continues selectively inviting the group to join their participation:

Mo. He says that it would be better for him to be only physical education teachers to exchange ideas.

The mediator in his responsibility to intervene in the conduct of the meeting and preserve the goal pursued in the group, continues with his insistence:

Prin.- We must be inclusive

Which results in the generation of personal and group images, acts that allow the group to be maintained in the established interaction.

The established meanings become norms and values for the collective, fixing in them radical images that constitute their actions.

b). Manipulated meanings

The manipulation of meanings starts from the interpretation that manifests itself in the interaction of the group. The following describes the moments when teachers and managers make use of this act of interaction:

Mo.- Explains how he could interest students to participate.

The teacher refers to the interest of the students, this is the central axis of the teacher's teaching practice; from here we can picture the teacher, hence the management of actions, because this allows them to use meaning to protect their participation.

Mo.- The teacher refers to the student's interest and adapting it to the program.

To put their students as a reference, is to put what the group makes sense, turning this space into an environment of shared meanings.

Mo.- Empathy has to be used. Main barriers Teacher-student, adult-teenager, my likes your tastes.

The putting into context of shared meanings for teachers, has become fundamental principles that have no contradiction, which generate empathy between them, so this allows participants to join the above:

Mo.- Mentions that he received feedback from some of the parents where they congratulated him on what he has achieved with the students.

In this way, all of them orient their actions in function that are in context, an indispensable category in the process of teaching practice is the father, so the participants are abstracted to address this sense.

Mo.- He mentions again that it is important to see what the interests of the students are; comments that he worked on a ranch and had to walk five kilometers on that path.

The same teacher continued to emphasize the interest shown by students in his class, by including them by taking them into account:

Mo.- One of the students who is currently most involved in arts is because he has taken interested in it.

And it measures the results:

Mo.- I am pleased to see the progress in students.

The meaning derived from the images that emerge from the collective interaction.

He continues to refer to his students:

Mo.-Ever since the beginning he has put a lot of effort on it.

A teacher participates in his presentation by saying:

Mo.- Then the teachers are wrong.

Since the one who expresses his speech tends to divide the group.

The collective contains a meaning to which he answers:

Mo.- This is from his point of view, he is not talking about other teacher's job, he is sharing what has been working for him in the school, that is all.

The intervention of a teacher asks for explanations:

Tchr.- Points to the background of the video, where there are some paintings, and asks to tell her what the project is about.

The teacher continues to show the best of his students' performances:

Mo.- *To which the teacher answers by putting another video of the state meeting where they danced.*

An approach arises before the presentation of a student with different abilities in learning:

Tchr.- *How do you manage to homogenize the group where there are difficulties to work?*

The teacher answers the questioning:

Tchr.- *The teacher says that they work in teams to integrate them and that they choose the team they want to be on.*

Participation continues adding to those that are structured in symbols resulting from the interaction, the interconnection between participants, the approach to integrate, including the child with different abilities:

Tchr.- *Another teacher says that when she lets them pick their teams it leads to indiscipline.*

They allow the construction of images of the “must be” and that everyone should not keep applying it:

Tchr.- *Answers affirmatively, but at that time, she stops the activity and talks with them.*

And continues, emphasizing success in her teaching practice:

Tchr.- *Says that the negotiation part is coming and asks, according to the characteristics of the student, them to do certain activities.*

The session coordinator intervenes to indicate the features of the observation guide, where the group evaluates the participation:

Prin.- *Refers to the guide to see some points. Another teacher says that physical education has changed and that in these times it is something else. Again, the principal makes the previous dynamic with regard to the subject of arts, asking the questions from the guide.*

The voice of the group coordinator emphasizes the features of the observation guide:

Mo.-Give their opinion according to what they observed in the videos presented.

Questions arise to their practice at the time of the evaluation:

Mo.- Questions the teacher if the videos were in order with a beginning, a development and a closure.

The process is consolidated, the teachers propose as an action the participation and incorporation of materials:

Mo.- Teachers begin to share awareness for the use of sports shoes.

The participation of a teacher in sharing his experience, points to the integration of students to the process, as well as to decision-making, of their reasons that justify their actions:

Mo.- Shares his experiences, and knows that everyone has different contexts, says that they should ask why they cannot or do not bring the uniform, he asks them to wear other pants even if it is not the uniform asking for authorization, and the girl at the end of the class can change clothes with the corresponding uniform.

Finally, the work coordinator asks the group for the final agreement as a collective:

Continue working according to the aspects expected in a class so that the teaching-learning process is optimal and students can take advantage of it according to the characteristics and interests of each of them.

The interconnection of these images generates in teachers and managers the meaning of the meeting.

c). Deduced meanings

The following describes the ways in which the meaning deduced by the teachers and managers in the interaction is presented, meanings that are formed and reconstructed with the symbols that are generated in an interactive context, interpreted through the acts developed in the action.

Ma.-Asks about the paintings that at the bottom of the video and asks to tell her about the project.

The teacher knows what it are the paintings about, but the interaction permeates the generation of questions with the intention of observing the speaker's behavior, which generates an interaction in which the expressions of meaning of the teachers and managers are manifested in a dyadic action that also has its meaning from symbolic action:

Mo.- Congratulates him and says that he already has 27 years of service and sees many new faces.

Continues praising the school and the teacher:

Mo.- Ends by saying that he knew the school before and that it is nice to see the wonderful current change

In such a way that he insists that the work done by the teacher goes beyond its development fields, an immediate situation that the actors capture and from which the acts emerge:

Ma.- Asks the teacher if they worked overtime and he answers negatively.

Again, the images that teachers have about their teaching activities are present, allowing them to manipulate the meaning according to what should be presented and their speech is included in the consensus of participation, causing reciprocal influences in their actions.

DISCUSSION OF RESULTS

Reciprocal influences are the scenario that develops the collective interaction, this behavior lies in the alternate formulation of indications among those involved in the collective process of the School Technical Council, a process of "interconnection of the action" (Blúmer, 1982).

From this perspective we assume that meaning is a social production, product of interaction, creation that emanates from and through the defining activities of the participants in the process.

We have been explaining that teachers and managers build in the interaction in the School Technical Council, a categorization of meanings: established, manipulated and deduced.

Addressing the established meanings as those that the interactions contain in themselves, for teachers and managers, and that constitute a central element in itself, hence the human being to orient his actions in relation to things, based on the meaning these offer.

The members of the collective know what the observation guide means and the intention it has, the collective discussion, the interactive actions carried out addressing this meaning, as a central element, the interaction that is generated, always points in this direction, when referring to the answer of the questions they generate an interconnection of the action producing the reciprocal adaptation of the actions of each one of the participants (Blumer, 1982).

In this space, the identity of the teachers and managers is also formed, constituting on the basis of values, patterns of behavior, attitudes and customs of the collegiate, elements that build the reality of which they are part.

The established meanings are those that have been structured in the processes of interaction, which give it cultural structure, these are elements of natural structure, a class observation guide, is an objective structure that is inherent in teaching, elements such as the interest of the students, feedback, autonomy of the students are manipulated meanings, structured by the social interaction of the members of the collegiate where the definitions embody individuals who are in turn defining the reality (Berger and Luckmann, 1967).

The use of the meaning by a person of the collegiate is but an application of this, when the teacher affirms that he seeks the interest of his students, it is only the manipulation of the consensus in which the professors and managers know what he means. They allow to generate in the collegiate a distinction of their practice, an interconnection of meanings, because the use in the action of the interaction, is but the implication of an interpretative process (Blumer, 1969).

Thus, symbolic interactionism emphasizes the interaction of individuals and the interpretation of immediate situations, the interpretation by the actors of the symbols that emerge from interactive acts that are an expressive endowment of simulations "the facade" (Goffman, 1956).

The facade is a product of the manipulation of meanings: the manipulation of the meaning of the expression "my tastes are your tastes", "empathy, barriers"; teachers manipulate the reality of their practice, their performance, it helps to set the definition of the situation they are trying to show.

The facade encompasses two elements such as the medium, which is outside the person; and the personal façade, composed of "insignia of office or rank, pauses of language, facial expressions, body gestures and other similar characteristics" (Goffman, 1956: 35).

In most cases, the medium and the personal facade converge, because the meaning that is deduced in social interaction, is applied in context, where it is used by some teachers to deduce their participation, for Goffman, life is like a theater and it consists of performances, where there are actors

and public, so what is shown in the presentations is conceived as real while the performance lasts.

The performances in the presentations of the professors and managers, as actors use masks, which implies the creation of rules specific to the context, that is, in this theatrical performance, action patterns are manifested to which individuals adapt their performance.

The symbolic baggage defines the projection of teachers and managers, and who project in situ, constitute the deduction of meanings, for symbolic interactionism, each interaction situation defines the meanings in the action.

A process of assembling the activities of its members, constitute the deduction of meanings, each interaction situation is defined by teachers and group managers.

The benefits that strengthen the momentary ideals or that last, constitute a unit within which those interests of the participants in the interaction are realized, the teachers and managers find in this space of deduced meanings a place to express their interests.

CONCLUSIONS

Teachers and managers share meanings in the three areas: established, manipulated and deduced; established when they share the interaction and pour their norms and values, this framework allows them to interact, manipulated when the group seeks to appear and thereby interconnect lines of action of the symbolic interaction; symbols such as those of the teacher's duty; public congratulations to generate leadership subgroups, use meanings manipulating the image of who proposes them.

The meanings that teachers share in the interaction are a set of radical images that give life to the framework that act collectively, always in the circumstances that they have had to act and that we can observe in the concepts that are managed in groups and that everyone participates in this meaning, for some the replica, for others the praise, while for others symbols are those of tensing the interaction, these are also meanings they share.

The meanings: established, manipulated and deduced have their meeting point at the time of the interaction that develops the collegiate of the School Technical Council pours the dialogue of interaction with others in which confronts positions giving birth to a new meaning.

The social action that generates the production of meaning is framed in the school culture, understood as the norms and values that accept the meanings in situ and the social structure from which the types of relationships existing in the collective derive.

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