

# **COLLABORATIVE AGENCY IN EDUCATIONAL MANAGEMENT: CONSTRUCTING A JOINT OBJECT FOR SCHOOL AND COMMUNITY TRANSFORMATION**

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## **ABSTRACT**

This research paper aims at discussing a chain of activities developed in a school, located in a favela in the city of São Paulo, Brazil, and its community, on how to deal with a flood issue. As theoretical background I discuss the concept of collaborative agency, focusing on transformative agency and on togetherness, potentially able to break the boundaries of the relation between oppressors and oppressed. Methodologically I follow the transformative intervention research, based on the critical collaborative research and formative intervention, which implies different subjects taking part and negotiating decisions to be made during the research moving beyond school setting. The analysis is based on categories of description and argumentation, which contribute to the scrutiny of different voices and activities in the relation school and community. As a result we discuss how collaborative agency contributes to the transformation of the given context: first how the community gets involved in the school activities and second, how school gets involved in the community activities in order to overcome a flood issue.

Keywords: Collaborative Agency, Transformative Interventions, Educational Management

## **INTRODUCTION**

Understanding educational management as social-cultural-historical movement means to assume educational management not only as accomplishment of tasks, but also considering management by activities that are collectively organized, based on subjects' needs towards a possible joint object. Most of public schools in Brazil are

located in outskirts communities, which also means that schools are surrounded by violence and marginalization, as for example in the city of São Paulo, where this research takes place. According to INPE (2010) 2.7 million people live in favelas or other type of precarious marginalized housing, so it is very common to have students, teachers, and manager educators who have the right to go to school or to have their jobs there threatened, since criminality and poverty in their living and working contexts are so big that they need to develop tools to make education happen inside and outside school in a less marginalized manner.

Educational professionals do not learn at universities how to handle with drug dealers, who want to interfere on school schedule, or to kids who are seduced to work in the organized crime or whose parents are arrested so they need to live in shelters away from their families. Besides, educational professionals in São Paulo must deal with a demand of forty students in the classroom, which in reality can reach 85 or 95 enrolled students. If it would not be enough, professionals with a graduate degree who teach fifth to twelfth graders earn a base salary of €693 a month, or €8316 a year for a forty-hour workweek, and those who teach for elementary school (first through fourth grades) earn €7290 a year (Bárbara, 2015).

Bearing this context in mind, this paper focuses on a chain of activities to organize an educational system. Such educational system faces the dilemma of accomplishing policies focusing on tests and assessments results, and working with the social realities of marginalization not only for students but also for the educational professionals. Thus, the objective of this paper is to analyse how a school can contribute to educational management activities transformation the school and its surroundings. This process is a sequence of an intervention<sup>1</sup> project for manager educators in the city of São Paulo, Brazil. The intervention project was initiated to deal with the lack of collaboration amongst managers from different levels of the educational system, which was hampering the implementation of development policies and participatory decision-making in the school system (Liberali, 2012a).

According to Liberali, Borelli and Lima (2012), as a result of evaluation systems, manager educators became more concerned for grades, reports and aims instead of teaching, learning and transformation of communities.

In order to guide this paper I state the following questions:

How did the Pedagogical Coordinator get involved in the flood issue?

How did teachers and students get involved in the flood issue?

How did the community get involved in the flood issue?

What achievements came out with the collaborative effort?

Regarding the relation between educational management and the possibility of managing education in a big city it is important to consider education as a permanent process, not only in which pedagogical practices take place but also a context in which the city is engaged in educational processes (Freire, 1992:13). In describing the relation between city and education, Freire states that:

the city becomes educating no matter one's will or desire, city become educating by the necessity of educating, learning, teaching, knowing, creating, dreaming, imagining that we all, men and women, impregnate its fields, its mountains, its valleys, its rivers, we impregnate its streets, its squares, its fountains, their homes, their buildings, leaving in everything a stamp of a certain time, the style, the taste of a certain time. The city is culture, creation, not only for what we do in it and of it, so we create it and with it, but it is also culture by the aesthetic or astonishment sight we give it. The city is us and we are the city. But we cannot forget that what we are keeps something that was and remains in the historical continuity that we cannot escape, but about what we can work on, and the cultural marks we inherited (Freire, 1992:13).

More specifically, the paper analyses an educational management organization that struggle to overcome a flood issue. This is due to the fact that in the specific case, there is a river in between community and school, and when the river floods most of the kids are prevented from going to school.

It also discusses a management model that points a social-cultural-historical movement at school in opposition to a view that points out management as administration model. One case from a specific school is analysed in order to understand the management movement from inside to outside school in order to solve a flood issue. The

whole process is based on the theoretical support of the Cultural Historical Activity Theory (Engeström, 1987; 1999; 2001; 2009) from now on referred to as CHAT, focusing on collaborative agency as way to potentiate individuals in a collective movement of overcoming issues from day-to-day life in a big city.

The methodological basis of the paper is transformative interventions research (Magalhães, 1990; 2011; 2014; Engeström, 2007; 2011; Schapper, Liberali, & Lemos, 2012, Engeström, Sannino & Virkkunen, 2014 Liberali & Lemos, work in progress) as a key approach to educational transformation. In a transformative interventionist perspective critical collaboration and language organization are essential in order to empower participants in the educational management activities.

Data are organized in a chain of activities focusing on a specific school and its relation to the broad educational system and the community. A report is produced using two interviews with Pedagogical Coordinator, one interview with teachers, two meetings with community members, teacher' year planning and field notes.

## **ON COLLABORATIVE AGENCY**

Here I discuss the concept of collaborative agency, the foundation of this article, which was proposed initially by Miettinen (2010; 2013). Miettinen describes collaborative agency as a central phenomenon for the promotion of a creative encounter in which participants engage towards a joint object. The reasons for the encounters are mostly related to the need of expanding an expertise by finding a new product, raw material, market or solving a specific problem. In this perspective, the idea of togetherness developed by van Oers and Hännikäinen (2001/2010:4) is useful to glimpse collaborative agency as more than a conglomerate of people working together. According to the authors:

There seems to be a strong tendency in human life to form groups and to maintain groups for a certain time, sometimes despite heavy conflicts and disagreements. This complex tendency of forming and maintaining a group we will call here 'togetherness' (see Hännikäinen, 1998, 1999). At the personal level this togetherness is always linked to affective feelings or a feeling of belongingness to a group and to the feeling that one wants to remain a member of this group. These feelings at the personal level

make such groups different from mere collections of people that are together without ‘togetherness’, like people squeezed in an elevator, drivers in a traffic jam and (sometimes) children in a classroom. Just physically being together does not always imply ‘togetherness’. On the other hand, sometimes people are not physically in one place but still have the feeling that they do somehow belong together, for whatever reason (Oers & Hännikäinen, 2001/2010:4).

Togetherness in this work is related to the formation of a joint object, which according to activity theory, constitutes the motive of a joint activity. Such an object is by its nature a hypothesis, imagined and open “horizon of possibility” that will gradually be materialized (Miettinen, 2010).

The work analysed in this paper is strongly connected to the tradition of intervention as a way of transforming situations of injustice. According to Engeström, Sannino & Virkkunen (2014), transformative agency develops the participants’ joint activity by explicating and envisioning new possibilities for collective change efforts rather than individual. In this case it is not possible to think about collaborative agency without considering the transformative bias implicated on it.

As most public schools in São Paulo are situated in low-income communities, it is very common to have students, teachers, and managers who have the right to go to school or to have their jobs, but the criminality and poverty in their living situation are so great that they need to develop tools to make education happen inside and outside the school. This situation is related to the idea of citizenship-as-legal-status and citizenship-as-desirable-activity, in which the first is connected to the idea of full membership in a particular community with rights and duties, while the latter, considers the extent and quality of one’s citizenship functioning according to their participation in the community (Kymlycka & Norman, 1997).

Therefore, I understand collaborative agency as a process in which the participants become subjects of an activity, by collaboratively and together constructing and envisioning new possibilities towards a joint object, in order to transform not only the focus of a research, or a working setting, but also people’s lives.

## **TRANSFORMATIVE INTERVENTION**

In this paper we follow the transformative intervention research (Lemos, 2014), based on the critical collaborative research (Magalhães, 1990; 2011) and formative interventions (Engeström, 2007; 2011). Interventionist research contrasts with experimental research, because the latter keeps a distance from transformation issues and, at the same time, ignores what interventionist research identifies as contesting grounds, full of resistance, reinterpretation, and surprises (Engeström 2007).

Magalhães (2014) considers transformation as a key for interventionist methodology; according to the author, interventionist research is a kind of investigation in which all participants negotiate the whole research process. By negotiating, the participants are able to understand, analyse, and possibly transform the research context. They are responsible for reflecting, evaluating and reconstructing the research, according to their needs. For transformative intervention research, collaboration is the central point, which enables all the participants to become researchers of their own actions. In this paper the analysis focused on a transformative intervention that involved school and its community in an effort to overcome a flood issue.

## **RESEARCH CONTEXT**

The context for the research was the “Management in Creative Chains Project”, coordinated by professor Liberali (2012a) for the Secretariat of Education in a municipal educational system in São Paulo, Brazil. The intervention project was initiated to deal with the lack of collaboration amongst managers from different levels of the educational system, besides there was a strong concern with grades, reports and aims by the manager educators, which was hampering the implementation of development policies and participatory decision-making in the school system disregarding teaching-education processes and school communities’ surrounding transformation (Liberali 2012b; Liberali, Borelli and Lima, 2012).

Its main objective was to enhance management through the development of professional staff, focussing on their studying, training and monitoring activities on the educational system as a whole (Liberali 2012b). Although the focus of this paper is in one school, it is important to understand the different instances that comprise the educational system, namely: Secretariat of Education, Regional Board of Education, and schools. The Municipal Secretariat of Education is in charge of establishing rules and

regulation for the education in the city. While the Regional Boards of Education are in charge of disseminating the Secretariat's decisions, as well as developing and implementing teaching education programs in the district level. Finally, schools are in charge of working with teaching and learning processes.

The educational system on this research involves manager educators whose positions and roles varies according to the hierarchical level they work. In the Secretariat level there are the secretary of education, director of elementary and high school, and pedagogical team. While in the Regional Boards of Education there are pedagogical directors, supervisors and teacher educators. Finally, in the school level there are principals, principal assistants, pedagogical coordinators, pedagogical coordinator assistants, in some schools, and teachers.

### ***The school context***

The school, named ST, in which data were collected is located in the South Zone of the city of São Paulo, in between a favela, outskirts houses, and condominiums. There is a river that runs in between the school and the community. That river is also the place where people throw garbage due to lack of garbage collection services.

There are 2.252.079 inhabitants living in the South Zone of the city of São Paulo and fifty percent of the favelas in the city are concentrated in this region (INPE2, 2010). As houses in favelas are built, mostly, in illegal land, they are the most affected by floods in the summertime, in Brazil from January to March, coinciding with the beginning of the school year.

This specific community, where the school is located, is directly affected by the flood because, first of all, as there is no garbage collection, it is thrown down the hill towards the river. Secondly, there is no sewage treatment in the community, so people dejects are also deposited into the stream. When it rains the stream and the sewage flood, and the water and dirt go into people's houses.

Therefore, school is affected firstly because the stream is in between school and the favela, which does not allow students to cross the stream, and secondly because during the rain period many students' families have their belongings and even their

houses damaged or lost by the flood. There is also a high level of diseases in the community generated by the contaminated water from the flood.

### ***On the way to school***

Although I had contact with the school management work since the beginning of 2012, the first time I visited the school was in December 2013, when I had the opportunity to get personally acquainted to school principal, pedagogical coordinators, teachers, students and some members of the community. I also had the possibility of joining some school activities such as: annually cultural week, when I could watch several students' presentations on various topics including community issues such as the flood, school council meeting, pedagogical meeting and community members meeting. Exceptionally, I was invited to take part in a ceremony in which the school was competing for the city council prize on human rights.

I was very interested in visiting the community, so I could get to know more about the people who live in the favela and, somehow, the constraints students find on the way to school, so I decided to go uphill (this is the expression used in Portuguese to say that someone is entering a favela. Subir o morro -To go uphill). Since it was the last school week of the year, and the pedagogical coordinator was very busy, I decided to go uphill on my own. However due to security reasons, I was warned not to do so. Although I was born in São Paulo and I am familiar with favela contexts, it could be dangerous to go uphill on my own since people did not know me there. So one of the pedagogical coordinators, from now on called PCS, went with me.

Besides, it was also not possible to take camera or microphones, since I could return without them due to the risks of theft. Thus, data collected during the visit to the community was by using a smartphone. Therefore, on the way to school there is a long alley that crosses the hill from bottom up, and there are eleven smaller ones. Officially there is only one main street in the community and when students need to register their addresses for the school year, they refer to the main street, not to the alley they live in. As there is no maintenance in the alleys, many people complain about accidents, besides there is no lighting at night, when students return from school night shift and some workers return home, generating: assaults, drug dealing and use, and rape (School Pedagogical Project 2012).



During “the way to school”, we could see different people coming up and down for shopping. The school is in the middle of two other ones, a private school that receives students whose parents have conditions to pay for it, and another public one for children education.

In fact, there are two different ways of going to school, we took the safest, but longest for many students, through the alley, while most students go literally downhill and cross a wooden bridge, made by the community, in between the river and the school. Our visit ended on the top of the hill, and arriving there we noticed that someone had built a wall so that people would not throw garbage downhill, which did not help much. During the visit a brick layer approached and threw buckets of garbage downhill towards the river direction. Another interesting fact that happened while we were visiting uphill was a short conversation between PCS and one of her students, who was around nine years old. He was going uphill with someone, I naively thought could be an older brother, but he was someone who was luring the boy to use drugs. Later on PCS explained that the boy had stolen school equipment in order to solve drugs debts.

As a foreigner in my own city, I could see things that called my attention besides the downsides of living in a community with such problems, as mentioned before. There were people chatting and laughing on the street, boys flying their kites, it was also possible to listen to different types of music, from Brazilian folk music to bolero, and, since it was lunch time, it was possible to smell delicious food preparation. Finally, although houses are built in small spaces and many times there are a couple of houses conglomerated people still find spaces for gardening, which makes the community more colourful.

## **METHODS AND DATA**

In this paper I analyse one case in which school gets organized with the community to solve a flood issue. The analysis is based on categories of description and argumentation (Liberali, 2013) which contributes to the scrutiny of different voices and activities in the relation school and community. Therefore, I report the whole process of activities planning and organization in order to point out how school and community members got together to face the flood issue.

The report is built upon and supported by: one meeting in the Regional Board of Education; two meetings with community members and school; two interviews with pedagogical coordinator, one interview with teachers; school pedagogical project; school management plan; teacher's yearly planning; and field notes.

## **FINDINGS**

### ***Pedagogical coordinator's participation***

To begin with, PCS took part in the monthly formative meetings during 2011 and 2012 organized to all pedagogical coordinators from Regional Board of Education-XX. The main objective of the meetings were to develop tools with and for Pedagogical Coordinators so they could improve the educational management at their schools. First of all, pedagogical coordinators were invited to produce a concept of educational management that would be more adequate for the Regional Board of Education as a whole (Lemos 2014; Lemos & Engeström work in progress).

Therefore, the concept at the Regional Board of Education should keep their own demands keeping the features of different school in the district. The same would happen at school, they should produce a concept that contemplated school demands keeping features of the Regional Boards of Education. The extract below depicts the moment when PCS states what, in her opinion, educational management is for.

Excerpt 1:

338. PCS. There is something you said that doesn't get off of my mind since our first meeting. Our school has always worked with themes --- and there was a polluted stream next to our school. And I felt, and the whole school group felt hypocritical, right? Talking about coexistence ... living with something that we spend all the time with. To me if teaching-learning does not make my life better, or as a person, as a human being or as pedagogical coordinator, it has no meaning to me. I think it is necessary to have a change for better. We used to make tours around the community every year to get to know about the problems in the community, the history of the community. What for? Then I had an idea... I found the way. Damn, I want to dream of a better school! And when we talk about transforming society, it is not to go there and clean the stream or pick up the trash. I

keep thinking "I deserve, my student deserves, you deserve a better school to have a better quality of life!" So at the moment that the school wants to transform reality it transforms the mind set of people who accept anything. So that's what we try to do there!

The same type of formative meeting should happen in the different school and after discussing it at the school ST that is the definition of what management is for, they came up with. To promote necessary conditions for the good development of all subjects involved in teaching-learning processes and for the transformation of a given reality that is presented as limiting possibilities.

Secondly, Pedagogical Coordinators produced a management plan in order to organize the formative activities at school. In order to produce the management plan, first of all Pedagogical Coordinators had to draw the school drama and then project a joint object that would guide the formative activities. Such activities were organized in three moments: studying, educating and monitoring. The extract below describes how school organized to draw their drama.

Excerpt 2:

1. PCS. These are the only moments we meet. Which are the pedagogical journey and the pedagogical meeting and from there we were able to discuss which drama we had and that we needed to choose one.
2. R. Did you do this process with the students then?
3. PCS. We did with the students and went to the community to find out their drama.
4. R. Is it when you organized the wishing tree?
5. PCS. Yes, it was. We were thinking about what we wanted and what we wished for the school. We started with the dramas. Well, these are our dramas but in relation to these dramas think about what we wish. What we want to transform. "I wish my students had more opportunities to study." "I wish I had better working conditions." "I wish I had an interdisciplinary work with other people."
6. R. A team wishing tree.

Pedagogical Coordinator started by pondering about the activities they had in order to discuss the drama issues: the pedagogical journey and the pedagogical meetings. The same procedure was done with the students, who listed their difficulties, mainly learning ones and with the community.

The following picture illustrates the wishing tree work. Teachers needed to write their wish on a piece of paper and glue it on a tree hang on the wall, after they would compile all the wishes, come up with a possible joint object and then plan the activities that would support reaching them. The same happened with students and with the community.

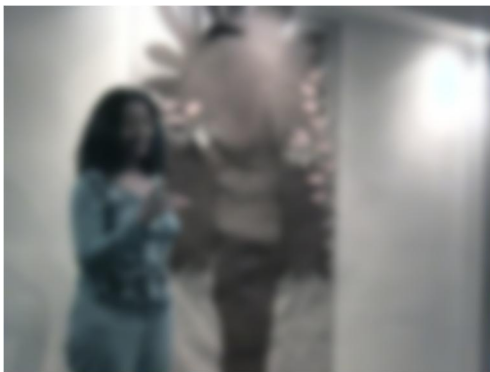


Image 1. Wishing tree

Overall, the management plan was a key tool that triggered pedagogical coordinators, teachers and students to get deep into the community in order to draw their drama and develop their joint object. However, instead of focusing on scientific texts during the studying moments, PCS decided to visit other stakeholders in the community in order to study community needs. During the monitoring moments, Pedagogical Coordinator- S participated in the stakeholders' meetings, such as: Health Care Unity and community association meetings. Thus, she could return to educating moments with teachers that happened during pedagogical meetings and educational journeys, two moments officially dedicated for teaching education.

### ***Teachers and students' participation***

The teachers listed below were directly involved in the project:

PL- Portuguese Language teacher

G1- Geography teacher

G2- Geography teacher

PE1- Physical education teacher.

PE2- Physical education teacher

A – Art teacher

It is important to mention that those teachers are part of a specific project, entitled Specific Action Project (PEA- Projeto Especial de Ação) in which they receive eleven extra hours in their salary, two of them to take part in the Pedagogical Journey and the other nine to study and prepare classes according to the project. However it does not mean that other teachers cannot take part in the project.

First of all teachers discussed with PCS what would be their drama and drew them on the wishing tree as described on the previous section. Secondly, they created the project “My stream, my life” in which different curricular components and activities were planned and implemented in order to call community members and authorities attention to the flood problem. After that, teachers incorporated into their official year planning the flood issue by mentioning it in the general scope of the planning or in different tasks and activities. Finally, the different tasks and activities were implemented and evaluated throughout the process during pedagogical meetings and pedagogical journeys.

The Portuguese Language teacher worked on how to write an argumentative text in which students had to describe their problems and envision possibilities to solve them. Besides, in a partnership with Geography teachers, they developed a survey in which students would interview community members in order to have an overview of the social organization of the community and the problems they faced by living in the favela, especially the ones related to the flood issue.

Geography teachers also organized a study about the river course, in which students needed to research about the natural course of the river and the rivers that are affected by this one, and how it changes as time passed by and people started building their houses around it.

As the community does not have public space for leisure, the only space the community is the school court, and although this is not officially allowed, school in agreement with the community keeps the court gates opened during the weekends, so community

members can use it. Physical Education teachers discussed with students what type of sports or leisure activities they could have if they had such space. So they organize a race on the street close to the river and a human chess championship so kids learn the techniques at school and play on the street close to the river, so they can envision how it would be if they had such spaces.

Following the same idea of space use, the art teachers organized a samba school using waste thrown around the river to make instruments, costumes and allegories. Students also wrote a samba lyrics in which they had to describe the problems with the flood and how they envisioned the clean river. The name of the samba school was "Get out of my way". Another task, following the same line, was to draw how students saw their community with the flood issue and how they envisioned it without the flood.

Although ICT and Science teachers were not directly involved in the project, they also took part of it. ICT teachers worked with Portuguese teacher to support students developing leaflets to invite community members to participate in the school and health care unity meetings. Besides, ICT teacher also worked with Portuguese Language teacher and Geography teachers to support students develop and calculate the survey with community members. The Science teacher worked on the types of diseases that could be spread because of the flood and how students could take care of hygiene in order to avoid them.

### ***Community participation***

First of all, the articulation between school and community started when the school team started participating in two different types of meetings: one organized by the community association and another organized by the district professionals. In between this process PCS with the school team found out their drama was mostly related to violence, which was created outside school and brought into the classroom. For instance, students who were from different favelas and studied in the same classroom started fighting during classes because of issues they had outside school. Another example was that Mondays were considered very stressful days since students would have had some quarrel or fight during weekend's party and they wanted to solve it at school.

The whole violence environment created a very stressful scenario at school and violence was manifested not only among students, but also among the school team. One of the hypothesis was that the violence was generated by the lack of leisure spaces on the community. So, PCS searched for help with the health care unit psychologist who started working with the school in order to work with the violence issue. She then reported that they had other issues in the health care unit concerning the same age group that was going to school.

Then, PCS, the psychologist, health care unit manager, nurses and social worker discussed their dramas and they found out many of the students, children and teenager, who should visit the health care unit in order to get vaccination did not do so, which increased the level of certain diseases in the community, such as leptospirosis, so school would start calling parents and students attention to vaccination programs. On the other hand, school had high level of absences because of diseases generated by garbage, which does not have proper treatment, and water contamination.

Excerpt 3:

31. PCS. So I wandered. Why are students so unruly in the classroom? So we began to realize that there is no space for leisure. So we began to realize that every day our student misses class because they have headache, the Health care unit mentioned everything has to do with the health. And we then thought about working on joint actions involving education, health and community members, and not think that the school's drama belongs only to the school. The school's drama indeed belongs to school, but I have to share with others. And then we found out that other people could help in our drama, and then we discovered our joint object, and that's when the river came out. (Interview with PCS, 13.12.2013)

After discussing school and health care unit drama, they realized they would need stronger support from the community members to draw a joint object and plan activities that would help overcoming their problems. Therefore, instead of considering each instance separately, like school, health care unit and community association, struggle individually in order to solve their individual issues, they started working all together.

The first meeting took place in the health care unit in September 2011. There were around thirty people, amongst them PCS, teachers, students, community members,

who happened to be most students' parents or tutors, health care unit manager, nurses and social workers. After this meeting they arranged so that meetings would happen every month in different places: health care unit, school, and different community association basis. During those meetings they discussed which were the main issues faced by the community, what they could solve together, what support they would need from politicians, city councilman and sub mayor and how to reach them.

## **ENVISIONING THE FUTURE**

As a final product, the pedagogical coordinator produced a manifesto based on the meetings and community members' testimony. As sequential trajectory of the activities previously organized, after making the community aware of their problem, school and community leaders collected signatures of different people so that they could deliver an official document requiring that a linear park was built on the stream. Through the movement established between school and community towards the solution of the flood issue they were able to make part of the 1st Prize in Human Rights in the city of São Paulo, winning the third place. The mayor, the Secretariat of Education, and the Secretariat of Human rights were present in the event.

After delivering more than 2000 signatures one of the community leaders became the representative of the region security councillor (CONSEG) who has closer relation to the politicians. This happened on the week I was immersed in the school and had the opportunity to join their meeting, as every week the city councilmen assembly opens their microphone so that common citizens can speak for three minutes, they planned to attend the following assembly and use the three minutes to read the manifesto. In the beginning of 2014, around March, the councilman that represents the South region of São Paulo visited the school and started developing a project with students and community in order to solve community issues including the flood. After that, the secretariat of environment and green started cleaning up the river and developed a project for a linear park where the river takes place. Due to the efforts made by school, health care unit and community member, the school was recognized as a place that struggles for the guarantee of children and teenager's rights in celebration of the 25th anniversary Child and Adolescent Act.



## CONCLUSION

First of all, there was a great effort of PCS to bring the reality of her school into the conception of educational management, since the first meeting at the Regional Board of Education-xx. However this effort became stronger when teachers started working collaboratively to reorganize their curricula, so that their joint object could be fulfilled on school daily basis and not only as an extra project.

The collaborative agency developed by different stakeholders, such as the health care unit members, community members, and school team provided a chance of projecting a joint object. More than that by the means of togetherness they could plan and implement activities that would provide the envisioning of future possibilities. Mainly concerning how their community could become a healthier and happier place to live.

As a result we discussed how both collaboratively agentive movement contributed to call attention of the authorities to the community and school problem with the flood taking school to the community and the community to school. Collaborative agency contributed to the educational management expansion through activities organized beyond school walls.

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