

CONSTRUCTION OF INVENTIVE PRACTICES IN SCHOOL PSYCHOLOGY: AN ACCOUNT OF A SCHOOL INTERVENTION

CONSTRUÇÃO DE PRÁTICAS INVENTIVAS EM PSICOLOGIA ESCOLAR: UM RELATO DE UMA INTERVENÇÃO NA ESCOLA

CONSTRUCCIÓN DE PRÁCTICAS INVENTIVAS EN PSICOLOGÍA ESCOLAR: UN RELATO DE UNA INTERVENCIÓN EN LA ESCUELA

Rodrigo TOLEDO¹

ABSTRACT: This text addresses a report of school and educational intervention carried out in a state public elementary school II and high school. The work was developed by interns of the Psychology course, during the Covid-19 pandemic. From a demand presented by school management, indicating difficulty to articulate projects and collective activities among teachers, lack of knowledge of the team on the handling of technological tools and difficulty of adherence of families and students to academic activities, an intervention was designed that was divided into four blocks of actions, which were: six project alignment meetings, twenty meetings with teachers, six discussion groups with the school community, and ten monitoring and evaluation meetings with management. It was concluded that the work carried out allowed the participants to reflect, develop and build strategies for the collective confrontation of institutional challenges imposed by the pandemic and emergency remote education.

KEYWORDS: School. COVID. Intervención Psicológica. Pandemic. Psychology.

RESUMO: Este texto aborda um relato de prática de intervenção escolar e educacional realizado em uma escola pública estadual de ensino fundamental II e médio. O trabalho foi desenvolvido por estagiários do curso de Psicologia, durante a pandemia de Covid-19. A partir de uma demanda apresentada pela gestão escolar, indicando dificuldade de articular projetos e atividades coletivas entre os professores, falta de conhecimento da equipe sobre o manuseio das ferramentas tecnológicas e dificuldade de adesão das famílias e estudantes às atividades acadêmicas, desenhou-se intervenção que foi dividida em quatro blocos de ações, que foram: seis reuniões de alinhamento do projeto, vinte reuniões com professores, seis grupos de discussão com a comunidade escolar e dez reuniões de monitoramento e avaliação com a gestão. Concluiu-se que o trabalho realizado permitiu aos participantes refletir, elaborar e construir estratégias para o enfrentamento coletivo dos desafios institucionais impostos pela pandemia e pelo ensino remoto emergencial.

PALAVRAS-CHAVE: Escola. COVID. Intervenção psicológica. Pandemia. Psicologia.

¹ Municipal University of São Caetano do Sul (USCS), São Caetano – SP – Brazil. Professor of the Psychology course. PhD in Education (PUC/SP). ORCID: <https://orcid.org/0000-0002-5767-3439>. E-mail: toledordg@gmail.com

RESUMEN: Este texto aborda un relato de práctica de intervención escolar y educativa realizado en una escuela pública estatal de enseñanza primaria II y secundaria. El trabajo fue desarrollado por pasantes del curso de Psicología, durante la pandemia de Covid-19. A partir de una demanda presentada por la gestión escolar, indicando dificultad de articular proyectos y actividades colectivas entre los profesores, falta de conocimiento del equipo sobre el manejo de las herramientas tecnológicas y dificultad de adhesión de las familias y estudiantes a las actividades académicas, se diseñó intervención que fue dividida en cuatro bloques de acciones, que fueron: seis reuniones de alineación del proyecto, veinte reuniones con profesores, seis grupos de discusión con la comunidad escolar y diez reuniones de monitoreo y evaluación con la gestión. Se concluyó que el trabajo realizado permitió a los participantes reflexionar, elaborar y construir estrategias para el enfrentamiento colectivo de los desafíos institucionales impuestos por la pandemia y la enseñanza remota de emergencia.

PALABRAS CLAVE: Escuela. COVID. Intervención Psicológica. Pandemia. Psicología.

Introduction

Since the beginning of 2020, with the establishment of the pandemic caused by covid-19, we have experienced a scenario of instability, especially due to the controversial management that governments in the municipal, state and federal spheres have adopted in coping with the humanitarian and sanitary crisis.

In the state of São Paulo, with the objective of containing the Covid-19 pandemic, the state government's management decreed quarantine on March 24, 2020, meeting the recommendations of the World Health Organization. This decree defined the obligation to close the trade, keeping in operation only services called essential, such as health, food and safety services. After this decree, many other publications were carried out to restrict or establish parameters for the operation of the most diverse services, trades and even the functioning of educational institutions (SÃO PAULO, 2020).

As a result of the social context of the Covid-19 pandemic, the classroom activities of the schools also ceased to occur, so that it was necessary for the school community to adapt urgently to what has conventionally been called emergency remote education (ER). This situation required teachers and students – and their families – to have access to at least technological equipment (mobile, *tablet* or computer) and internet access.

However, according to IBGE (2020), one in four people in Brazil does not have internet access. Thus, we understand that the experience of emergency remote education has evidenced – intensely – the inequalities existing in the country.

As stated by Sousa Oliveira *et al.* (2020), Rosa and Pereira (2020) and Toledo and Pereira (2020) it is essential to develop public actions aimed at multiprofessional integration to welcome and support all school actors – managers, teachers, workers, students and families

– aiming at the well-being and strengthening of mental health aspects, in addition to ensuring the educational role of students. In this context of uncertainties, marked by the need for unavoidable actions of support and reception during the period of emergency remote teaching, this experience report is included.

The experience

Authors such as Bock (2015), Santos (2017) and Rechtman and Bock (2019) affirm that Psychology, as science and profession, encompasses many theoretical-methodological conceptions that guide the most diverse practices, in the most diverse fields of action, that is, the social commitment of Psychology is associated with a critical reading of reality, as Martín-Baró (1996) argues.

With the perspective directed to practice in the school context, Oliveira, Ramos and Souza (2020) also corroborate the critical perspective of Psychology when they explain the need to break with work models that have developed in a fragmented, decontextualized and primarily individualizing way and with a strong exclusionary bias, for the construction of practices that are committed to social reality, to meet the demands that emerge from the educational context.

Thus, I agree with Silva (2021, p. 24) in affirming school psychology "as a discipline and a specialty of professional activity has much to say" in this scenario of great transformation that we are living. The author recalls that the performance in school psychology should consider the analysis of the current scenario and future perspectives considering the demands of people and collectivities for the promotion of social justice.

This view of school psychology requires a critical and inventive posture in the construction of a work committed to the transformation of reality, which enables the construction of practices that meet the needs of those who have been facing the challenges posed by the pandemic and emergency remote education.

Based on these assumptions, the experience reported here took place in the extension and vocational internship project carried out in the Psychology course of a private university in the metropolitan region of São Paulo. The project was for the fifth-year students of the Psychology course who opted for the emphasis on Psychology and Educational Processes, students of scientific initiation and guidance teachers.

All activities followed the recommendations published by the Federal Council of Psychology (CFP) and the Brazilian Association of Psychology Teaching (ABEP) in 2020.

The actions were carried out online, mediated by tools provided by the partner institution and the university, which would allow the holding of synchronous meetings. It is noteworthy that the partnership with the school unit – a public institution that serves students from the final years of elementary school, high school and Youth and Adult Education (EJA) – was already established before the pandemic period and provided for three stages: design of the intervention project, inventive practices and developments, which were maintained and adapted to the context of social distancing.

Design of the intervention project

In the second half of 2020, through meetings with the school unit's management team, we began to survey demands and complaints experienced during the months of March to July of the same year. In this conversation, the following situations were presented: i) difficulty in articulating projects and collective activities among teachers; ii) lack of knowledge of teachers about the handling of technological tools for the mediation of classes; iii) lack of access of families and students to academic activities.

After recognizing the main problems experienced by the school, the initial strategy was defined as the holding of meetings such as the group of teachers in the meetings of collective pedagogical hours. Four initial meetings were planned, two with the group of teachers of the morning hours and two with the teachers of the night time. In view of the sanitary restrictions, it was defined that all meetings would take place in the online modality using the tool provided by the school.

The four meetings had the same objective: the first meeting focused on the presentation of the team of interns, synthesis of meetings with the management team and alignment of the group on availability and interest to build a project to face the challenges experienced in the school. After this meeting, the work team (interns and trainee teacher) designed the intervention proposal for each of the groups of teachers (morning and night) and also the proposal for the monitoring of the school's management team. The second meeting was designed to appreciate the work proposal, alignment of combinations on topics, days and time of the meetings.

After this phase of needs survey, three blocks of concomitant actions were developed: i) with the group of teachers (subgroup of the morning period and subgroup of the night): ten weekly meetings with each subgroup focused on the presentation of the problem, discussion of challenges and planning of coping actions or joint resolution of difficulties; ii) with the

school community: a discussion group held in a fortnightly way to listen and share the experiences of families, students and teachers, and; iii) with the management team: fortnightly meetings for monitoring and evaluation of teacher groups through fortnightly meetings.

Inventive practices

The meetings with the teachers were inspired by the practices called Psychoeducational Shift, proposed by Szymaski (2004) and Capeli Andrade and Szymaski (2011), in which the presence and participation of teachers were optional and voluntary. An average of 12 teachers per group participated, totaling 24 participants of 40 teachers.

Five themes were defined: lack of skill with the use of technological tools, pedagogical mediation of face-to-face activities for online activities, role of the teacher in the active search of students, administration and time management, evaluation and monitoring of learning. The themes were worked as follows: the first meeting of each theme focused on the discussion of the chosen theme and evaluation of the perspectives of each of the participants of the meeting; the second had as objective to outline strategies of collective confrontation and to design actions or activities to face the problem discussed, keeping as combined the construction of consensus on these consequences.

The activities developed in the meetings with the school community were inspired by the discussions of Euzébio Filho (2019) on the strengthening of relations between school and community, in the reflections of Carvalho, Meireles and Guzzo (2018) on the participation of students for democratic management and in the discussion groups proposed by Weller (2006).

With this group, six meetings were held throughout the school semester, with an average of 15 participants in each activity. The meetings had no pre-defined themes and at each meeting the participants elected a theme to hold the debate. In these meetings were discussed: the role of the school and the family in the learning of students, the difficulty of students to access the contents, organization of face-to-face deliveries of activities for students, need to optimize communication between the school and families and finally the absence of precise guidance from school management on the return of face-to-face classes.

The meetings with the management team took place fortnightly and were inspired by Martinez's proposal for institutional interventions (2010). With the meetings, we sought to contribute to the analysis and intervention at the institutional level, aiming to delineate work strategies favoring the changes necessary for the optimization of the educational process.

Ten meetings were held throughout the school semester and in each meeting the articulation and communication actions of the management team were evaluated as the group of teachers and also analyzed the impacts of the change of attitude – of teachers and management staff – for the whole school.

Developments

In the debates held in the internship orientation meetings, changes in attitudes and discourses presented by the participants were perceived. The teachers indicated greater collaboration with each other and created a virtual group to share pedagogical materials, support materials and also successful experiences in their virtual classes. In the moments of evaluation and return, they affirmed that the construction of a space in which they felt free to express themselves, without feeling charged, was very productive and recognized that the work in the group contributed significantly to the planning of their pedagogical practices.

Another important development occurred from the discussion meetings held with the school community. It was clear that, with the progress and quality of the debates, the participants expressed a more positive discourse about the school, mainly because they understood the challenges of the institution and also because they recognized the important role of the community in the educational process. At the close of the work, the group stated that the construction of the meetings organized by an attitude of openness and recognition of the various knowledge, the feeling of being free of judgments and for not offering a pre-established discourse favored the work.

These perceptions were validated in the meeting with the management team. At the closing meeting, the management team stated that the interventions developed were essential for the maturation of school practices in this context of emergency remote education. They also stated that planning for the partial resumption of school activities, according to instructions they received from the state government, was only possible from the maturing that the entire school community – management, teachers, students and community – had on their role and how they could contribute to meeting the challenges faced. It was also defined that the management team needed to build a space for internal discussion that favored the debate on pedagogical issues.

Final considerations

The focus of this work was to enable school actors – management team, teachers, students and community – a space for listening, welcoming and building strategies to face the challenges experienced in the current social and health context. As of the course of the work, it was possible to notice difficulties and frustrations concerning the decisions of the State Department of Education and the school's management team, especially with regard to the return of face-to-face school activities. However, it was possible to reflect, elaborate and seek possibilities for agreements. Thus, it is understood that the participants broadened their gaze and, together, constructed possibilities of institutional confrontation.

With this work, the importance of building interventions in School and Educational Psychology that produce active listening and dialogue action is defended, since they can provide opportunities for all people involved in the recognition of their potentials and weaknesses and, thus, make themselves available for collective and collaborative construction, which, at this moment, becomes indispensable to make them inside and outside the school walls.

We corroborate Toledo (2021) when it states that this critical and collective action of coping with the problems and difficulties of daily school life is fundamental for the construction of a work committed to the transformation of reality.

Finally, as well as Cordeiro e Curado (2017), it is understood that psychological interventions should produce knowledge and practices situated, in a creative and inventive way. This work allowed the educational processes to be reorganized and used in a way that optimized the group's potential, besides allowing the trainees to build a critical perspective on the work and envision new ways of constructing psychological practice, always aligned with an ethical and historical perspective.

REFERENCES

BOCK, A. M. B. A psicologia sócio-histórica: uma perspectiva crítica em psicologia. *In*: BOCK, A. M. B.; GONÇALVES, M. G. M.; FURTADO, O. (org.). **Psicologia sócio-histórica: Uma perspectiva crítica em psicologia**. 6. ed. São Paulo: Cortez, 2015.

CAPELI ANDRADE, R.; SZYMANSKI, H. O plantão psicoeducativo para educadores: uma proposta de intervenção. *In*: CONGRESO INTERNACIONAL DE INVESTIGACIÓN Y PRÁCTICA PROFESIONAL EN PSICOLOGÍA, 3., 2011. JORNADAS DE INVESTIGACIÓN SÉPTIMO ENCUENTRO DE INVESTIGADORES EN PSICOLOGÍA DEL MERCOSUR, 18., 2011, Buenos Aires. **Anais** [...]. Facultad de Psicología, Universidad de Buenos Aires, Buenos Aires, 2011. Available: <https://www.academica.org/000-052/449.pdf>. Access: 24 July 2021.

CARVALHO, J. P. M.; MEIRELES, J.; GUZZO, R. S. L. Políticas de participação de estudantes: Psicologia na democratização da escola. **Psicologia: Ciência e Profissão**, v. 38, n. 2, p. 378-390, 2018. Available: <https://www.scielo.br/j/pcp/a/wgbW9qq5SyBdgHBSfRmZW8y/?lang=pt>. Access: 24 July 2021.

CORDEIRO, M. P.; CURADO, J. C. Psicologia na Assistência Social: Um campo em formação. **Psicologia & Sociedade**, v. 29, e169210, 2017. Available: <https://www.scielo.br/j/psoc/a/RVPdxYsDWFcWrZK8skKVfjc/?lang=pt>. Access: 24 July 2021.

EUZEBIOS FILHO, A. Conselhos Escolares para que?: Análise de uma experiência com gestão escolar democrática. **Rev. Psicol. IMED**, Passo Fundo, v. 11, n. 1, p. 139-152, 2019. Available: <https://seer.imed.edu.br/index.php/revistapsico/article/view/2891>. Access: 24 July 2021.

IBGE. Instituto Brasileiro de Geografia e Estatística. **Um em cada 4 brasileiros não tem acesso à internet, mostra pesquisa**. AgênciaBrasil, 2020. Available: <https://agenciabrasil.ebc.com.br/economia/noticia/2020-04/um-em-cada-quatro-brasileiros-nao-tem-acesso-internet>. Access: 24 July 2021.

MARTÍN-BARÓ, I. O papel do psicólogo. **Estudos de Psicologia**, Natal, v. 2, n. 1, p. 7-27, 1997. Available: <https://www.scielo.br/j/epsic/a/T997nnKHfd3FwVQnWYYGdqj/?lang=pt>. Access: 24 July 2021.

MARTINEZ, A. M. O que pode fazer o psicólogo na escola. **Em Aberto**, v. 23, n. 83, p. 39-56, 2010. Available: <http://repositorio.unb.br/handle/10482/6292>. Access: 24 July 2021.

OLIVEIRA, B. C.; RAMOS, V. R. L.; SOUZA, V. L. T. Parceira crítica: possibilidades de atuação em Psicologia Escolar. In: MARINHO-ARAÚJO, C. M., TEIXEIRA, A. M. B. (org.). **Práticas exitosas em Psicologia Escolar Crítica**. Campinas, SP: Editora Alínea, 2020.

RECHTMAN, R.; BOCK, A. M. B. Formação do Psicólogo para a Realidade Brasileira: Identificando Recursos para Atuação Profissional. **Psicologia: Teoria e Pesquisa**, v. 35, e3551, 2019. Available: <https://www.scielo.br/j/ptp/a/rpn5FcNBLhqm55NQskLjymm/?format=pdf&lang=pt>. Access: 24 July 2021.

ROSA, S. S.; PEREIRA, R. **Políticas e Estratégias dos Sistemas Municipais de Ensino do ABC Paulista durante a pandemia de Covid-19**. São Caetano do Sul, SP: USCS, 2020. Available: <https://www.uscs.edu.br/boletim/337>. Access: 24 July 2021.

SANTOS, L. N. **O compromisso social da psicologia um estudo sobre o desenvolvimento de um projeto crítico**. 2017. 268 f. Tese (Doutorado em Educação) – Pontifícia Universidade Católica de São Paulo, 2017.

SÃO PAULO. **Decreto n. 64.881, de 22 de março de 2020**. Decreta quarentena no Estado de São Paulo, no contexto da pandemia do COVID-19 (Novo Coronavírus), e dá providências complementares. São Paulo: Governador do Estado, 2020. Available: <https://www.al.sp.gov.br/norma/193361>. Access: 24 July 2021.

SILVA, I. R. Psicologia escolar e eventos emergenciais: resistência e luta por uma educação socialmente referenciada. *In*: NEGREIROS, F.; FERREIRA, B. O. **Onde está a psicologia escolar no meio da pandemia?** São Paulo: Pimenta Cultural, 2021.

SOUSA O. E. *et al.* A educação a distância (EaD) e os novos caminhos da educação após a pandemia ocasionada pela Covid-19. **Brazilian Journal of Development**, v. 6, n. 7, p. 52860-52867, jul. 2020. Available: <https://www.brazilianjournals.com/index.php/BRJD/article/view/14095/11787>. Access: 24 July 2021.

SZYMANSKI, H. Plantão psicoeducativo: novas perspectivas para a prática e pesquisa em psicologia da educação. **Psicologia da Educação**, São Paulo, n. 19, p. 169-182, jul./dez. 2004. Available: http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1414-69752004000200009. Access: 24 July 2021.

TOLEDO, R. Significações de professores gays sobre violências homofóbicas e suas formas de enfrentamento na escola. **ECCOM**, v. 12, n. 23, p. 48-62, jan./jun. 2021. Available: <http://fatea.br/seer3/index.php/ECCOM/article/view/1224/1157>. Access: 24 July 2021.

TOLEDO, R.; PEREIRA, R. Análise sobre o retorno às aulas presenciais no contexto da pandemia da covid-19: caminhos para uma atuação crítica em psicologia escolar. *In*: LAMIM-GUEDES, V. (org.). **A educação na Covid-19: A voz docente**. 1. ed. São Paulo: Editora na Raiz, 2020.

WELLER, W. Grupos de discussão na pesquisa com adolescentes e jovens: Aportes teórico-metodológicos e análise de uma experiência com o método. **Educação e Pesquisa**, São Paulo, v. 32, n. 2, p. 241-260, maio/ago., 2006. Available: <https://www.scielo.br/j/ep/a/7c6QvcWJc6pX6xwgxYVLFKv/?lang=pt>. Access: 24 July 2021.

How to refer to this article

TOLEDO, R. Construction of inventive practices in school psychology: An account of a school intervention. **Doxa: Rev. Bras. Psico. e Educ.**, Araraquara, v. 23, n. 00, e022005, Jan./Dec. 2022. e-ISSN: 2594-8385. DOI: <https://doi.org/10.30715/doxa.v23i00.15321>

Submitted: 24/07/2021

Revisions required: 17/09/2021

Approved: 28/11/2021

Published: 30/06/2022