



PSYCHOLOGY IN BASIC EDUCATION IN THE PUBLIC SCHOOL SYSTEM IN PIAUÍ: AN ANALYSIS OF PUBLIC NOTICES FOR COMPETITIVE EXAMS AND SELECTION PROCESSES

A PSICOLOGIA NA EDUCAÇÃO BÁSICA DA REDE PÚBLICA NO PIAUÍ: UMA ANÁLISE DE EDITAIS DE CONCURSOS E PROCESSOS SELETIVOS

LA PSICOLOGÍA EN LA EDUCACIÓN BÁSICA DE LA RED PÚBLICA EN PIAUÍ: UN ANÁLISIS DE LAS CONVOCATORIAS DE CONCURSOS Y PROCESOS SELECTIVOS

¹ Federal University of Pará, Belém – PA – Brazil. Ph.D. candidate in Psychology, Master's in Education.

² University of Brasília, Brasília – DF – Brazil. Ph.D. in Education.

³ University of São Paulo, São Paulo – SP – Brazil. Ph.D. in Psychology.

⁴ State University of Piauí, Teresina – PI – Brazil. Undergraduate student in Psychology.

⁵ State University of Piauí, Teresina – PI – Brazil. Undergraduate student in Psychology.

⁶ State University of Piauí, Teresina – PI – Brazil. Undergraduate student in Psychology.

⁷ State University of Piauí, Teresina – PI – Brazil. Undergraduate student in Psychology.

⁸ State University of Piauí, Teresina – PI – Brazil. Undergraduate student in Psychology.

⁹ State University of Piauí, Teresina – PI – Brazil. Undergraduate student in Psychology.

Cássia Maria Lopes Dias MEDEIROS¹

kcia_dias@hotmail.com

Fauston NEGREIROS²

fnegreiros@unb.br

Marilene Proença Rebello de SOUZA³

mprdsouz@usp.br

Lucas Farias dos SANTOS⁴

lfariasdoss@aluno.uespi.br

Thayná Pires de OLIVEIRA⁵

tpdeoliveira@aluno.uespi.br

Maria Clara de Assis NASCIMENTO⁶

mariaclaradeassisn@aluno.uespi.br

Yasmin de Carvalho LEAL⁷

yasmimdecarvalhoal@aluno.uespi.br

Ana Queila Gonçalves SILVA⁸

anaqsilva@aluno.uespi.br

Lorena Munise Santos do NASCIMENTO⁹

lorennans@hotmail.com



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ABSTRACT: This exploratory and descriptive documentary research examines the work of educational school psychologists in the state of Piauí, through the analysis of public tenders or selection processes. The objective of this selection and analysis was to understand the concepts/duties of the position, theoretical perspectives, and central issues present in the tenders in order to verify to what degree they reflect the provisions of Law No. 13,935/2019. Six announcements were selected, published

between 2020 and 2024, covering six regions of Piauí. An analysis was carried out around the following categories: service provision, hiring modalities, and implementation of Law No. 13,935/2019. The main results pointed to: significant disparity in hiring conditions; predominance of temporary contracts; reduced number of vacancies; and lack of knowledge about the real role of psychology professionals in educational institutions. These aspects directly impact the continuity and effectiveness of the work of school educational psychology, highlighting the need to comply with legislation and implement public policy.

KEYWORDS: School Educational Psychology. Basic Education. Public Policy.

RESUMO: Esta pesquisa documental, de base exploratória e descritiva, trata da atuação de psicólogas escolares e educacionais no estado do Piauí, por meio da análise de editais de concursos públicos e processos seletivos. O objetivo dessa seleção e análise foi compreender as concepções e atribuições do cargo, as perspectivas teóricas e as questões centrais presentes nos editais, a fim de verificar em que grau eles refletem as disposições da Lei nº 13.935/2019. Foram selecionados seis editais publicados entre 2020 e 2024, contemplando seis regiões do Piauí. Realizou-se uma análise em torno das seguintes categorias: oferta do serviço, modalidades de contratação e efetivação da lei. Os principais resultados apontaram: disparidade significativa nas condições de contratação; predominância de contratos temporários; número reduzido de vagas; e desconhecimento sobre a real função do profissional de Psicologia em instituições educativas. Esses aspectos impactam diretamente a continuidade e a eficácia do trabalho da Psicologia Escolar e Educacional, evidenciando a necessidade de cumprimento da legislação e de efetivação da política pública.

PALAVRAS-CHAVE: Psicologia Escolar e Educacional. Educação Básica. Políticas Públicas.

RESUMEN: Esta investigación documental de carácter exploratorio y descriptivo aborda la actuación de los psicólogos escolares en el estado de Piauí, mediante el análisis de convocatorias de oposiciones públicas o procesos de selección. El objetivo de esta selección y análisis fue comprender las concepciones/atribuciones del cargo, las perspectivas teóricas y las cuestiones centrales presentes en las convocatorias, con el fin de verificar en qué medida reflejan las disposiciones de la Ley No 13.935/2019. Se seleccionaron seis convocatorias, publicadas entre 2020 y 2024, que abarcaban seis regiones de Piauí. Se realizó un análisis en torno a las siguientes categorías: oferta del servicio, modalidades de contratación y aplicación de la Ley n.º 13.935/2019. Los principales resultados apuntaron a: una disparidad significativa en las condiciones de contratación; predominio de contratos temporales; oferta reducida de puestos y desconocimiento sobre la función real del profesional de la psicología en las instituciones educativas. Estos aspectos repercuten directamente en la continuidad y la eficacia del trabajo de la psicología escolar educativa, destacando la necesidad de cumplir con la legislación e implementar políticas públicas.

PALABRAS CLAVE: Psicología escolar educativa. Educación básica. Políticas públicas.

INTRODUCTION

The inclusion of psychologists¹ in Basic Education has gained increasing relevance in Brazil, particularly with the consolidation of public policies that recognize the importance of this professional's role in schools. A significant milestone in 2019 was the enactment of Law No. 13,935 (Brasil, 2019), which advocates for the inclusion of psychologists and social workers in the public education system nationwide.

The struggles associated with the professional trajectory of School and Educational Psychologists (SEPs) have emphasized the psychologist's role and participation as an education professional, highlighting that specialized knowledge in this area constitutes a meaningful contribution to the work expected of public education policies.

This context has spurred research of this nature, revealing the importance of multidisciplinary teams in schools, the institutional perspective on meeting these demands, collaboration with teacher training, discussions on the pathologization and medicalization of learning difficulties, the need for guidance and engagement with families, and involvement in rights-guaranteeing networks. In sum, these contributions aim to shift the understanding of student challenges based on the everyday life of schools.

The research presented in this article, conducted in the state of Piauí, is part of a broader national investigation into the role of SEPs and the ongoing struggle for the inclusion of this professional in education. The overarching goal of the study is to understand and analyze the work of psychologists in Basic Education with respect to conceptions, challenges, and innovations aimed at addressing school failure and improving the social quality of schools. The study was structured in two phases: a conceptual phase and an empirical phase. The analysis of public selection notices and competitive exams, addressed in this article, forms part of the conceptual phase, which also includes the examination of publicly available documents and recent bibliographic studies.

Several questions guided this research, leading to the following research problem: how do public selection notices or competitive exams reflect (or fail to reflect) the legal provisions of Law No. 13,935/2019 in the state of Piauí? This inquiry raises further questions: Is there

¹ Throughout this text, the word PSYCHOLOGIST will be used to refer to all psychology professionals, considering that this research was initiated and carried out mostly by women, and that the professional category is predominantly female, in order to highlight the important position they have achieved.

coherence between the law's proposals and what is observed in these documents? What are the possible gaps and challenges identified?

The study identified certain conceptions and job responsibilities, theoretical perspectives, and key elements present in the notices, such as content covered, workload, type of employment, and remuneration. This provides an updated perspective on the type of professional selected to work in the public Basic Education system. By examining the roles and requirements for the position, it is possible to assess the extent to which the notices reflect the provisions of Law No. 13,935/2019, defining the psychologist's functions, responsibilities, and expected role within the educational setting of that locality. These findings contribute to a critical reflection on how laws and policies are translated into concrete practices and which structural or institutional factors must be addressed to ensure that School and Educational Psychology operates in accordance with legal provisions, producing tangible impacts for students, families, and the entire school team.

METHODOLOGY

This research is documentary in nature, based on the analysis of six public selection notices or competitive exams related to the hiring of psychologists for Basic Education in the state of Piauí. It should be noted that the investigation presented in this article represents one stage of the first author's doctoral research, which employed additional methodological strategies, the results of which will be published in subsequent studies.

Considering that the state of Piauí comprises 224 municipalities, a topographic criterion was used to select the municipalities for which the notices or selection processes would be analyzed. According to the Brazilian Institute of Geography and Statistics (IBGE, 2017), states are divided into regions whose primary reference is the urban network, forming structures based on nearby urban centers to meet the immediate needs of the population. These are called Immediate Geographic Regions. Piauí has 19 such regions.

A second division corresponds to an intermediate scale between the Federative Units and the Immediate Geographic Regions, particularly including metropolitan areas or regional capitals. These are called Intermediate Regions. Piauí has six major Intermediate Regions, represented by the municipalities of Teresina, Parnaíba, São Raimundo Nonato, Bom Jesus, Picos, and Floriano.

Based on this definition, a search for these public selection notices was conducted in the specified municipalities. The following procedures were carried out to locate the documents: online searches on Google using terms such as "psychologist public exam in Picos" and "psychologist exam in education in Floriano," conducted separately. Certain websites were

most frequently used in this search, including <https://www.pciconcursos.com.br/> and <https://www.vunesp.com.br/>.

It is noteworthy that in two regions—Picos and Floriano—selection notices from other municipalities within the larger regions were included because no public selection notices or competitive exams for psychologists in the educational field were found in these cities. Consequently, a notice from the municipality of Paulistana and another from the municipality of Canto do Buriti were selected, respectively.

Table 1 below presents the selection notices chosen from the six regions of Piauí for analysis in this study.

Table 1. Selection notices from the six regions of Piauí

State	Geographic Region	Announcement	Organizing Board
Piauí	Teresina	<i>Edital 1 – Concurso Público Prefeitura Municipal de Teresina-PI – Edital n.º 01/2024, de 07 de fevereiro de 2024 (Prefeitura Municipal de Teresina, 2024).</i>	National Institute for Educational, Cultural, and Social Development / IDECAN
	Parnaíba	<i>Edital 2 – Processo Seletivo Simplificado n.º 01/2023 (Prefeitura Municipal de Parnaíba, 2023).</i>	Parnaíba Municipal Government
	Paulistana	<i>Edital 3 – Processo Seletivo Simplificado n.º 01/2024 (Prefeitura Municipal de Paulistana, 2024).</i>	Paulistana Municipal Government
	São Raimundo Nonato	<i>Edital 4 – Teste Seletivo Simplificado n.º 0021/2022 (Prefeitura Municipal de São Raimundo Nonato, 2022).</i>	São Raimundo Nonato Municipal Government
	Bom Jesus	<i>Edital 5 – Processo Seletivo Simplificado n.º 002/2023, de 31 de outubro de 2023 (Prefeitura Municipal de Bom Jesus, 2023).</i>	Bom Jesus Municipal Government
	Canto do Buriti	<i>Edital 6 – Teste Seletivo Simplificado n.º 001/2023 (Prefeitura Municipal de Canto do Buriti, 2023).</i>	Vicente Nelson Institute

Note. Prepared by the authors (2025).

For data analysis, content analysis techniques were employed, following the stages outlined by Bardin (2016): a) pre-analysis; b) material exploration; and c) data treatment, inference, and interpretation. After an in-depth reading of all six selected announcements, an analytical overview was constructed regarding the work of psychologists in Basic Education in the state of Piauí.

Following the aforementioned steps, the initial phase involved first contacts with the documents (floating reading). Subsequently, document excerpts were selected, hypotheses were formulated, and the material was prepared for analysis. During the material exploration

phase, coding tasks were performed, involving: selection of units (cutting), enumeration (establishing counting rules), and classification (defining categories). Finally, in the data treatment, inference, and interpretation stage, the aim was to render the data valid and meaningful, highlighting findings grounded in both the data and the supporting theoretical framework (Bardin, 2016).

It is important to emphasize that the analysis was guided by the framework of Critical School Psychology. This perspective asserts that the professional work of SEPs should address issues beyond strictly psychological processes, being intrinsically linked to political and social knowledge that enables the promotion of citizenship and the defense of human rights, positioning the psychologist as an active agent in the construction and implementation of public education policies (Patto, 1987; Souza, 1996).

This analytical study, grounded in Brazilian Critical School Psychology (Souza, 2024), was essential for explaining the studied phenomenon by considering the dialectics revealed in these announcements. It enabled the identification of patterns, contradictions, and potentialities, contributing to a critical and contextualized understanding of the School and Educational Psychology landscape in Piauí. The following categories of analysis were established: service provision, employment modalities, and implementation of Law No. 13,935/2019 (Brasil, 2019), which will be discussed in the subsequent section. Furthermore, regarding research ethics, although the documents used are of public record, authorship, ideas, terms, responsibilities, and original descriptions of each announcement were respected, in accordance with ethical guidelines outlined in Resolution No. 510/2016 (Brasil, 2016).

RESULTS AND DISCUSSION

In this section, we discuss, based on the categories of analysis, the results obtained from the six public selection notices and competitive exams related to the hiring of psychologists in the state of Piauí, grounded in current studies on the topic.

Service Provision

Regarding the first category, termed “service provision,” aspects related to the number of positions available and the stages of the selection process were observed. Table 2 below illustrates this provision.

Table 2. Service Provision

Municipality / Region	Number of Positions	Selection Process Stages
Teresina	40 positions	Objective test, essay test, and evaluation of academic/professional titles
Parnaíba	6 positions	Written objective test
Paulistana (Região de Picos)	1 position	Evaluation of titles
São Raimundo Nonato	1 position + RL	Evaluation of titles
Bom Jesus	1 position + RL	Essay test and evaluation of titles (professional experience)
Canto do Buriti (Região de Floriano)	1 position	Written objective test and evaluation of titles

Note. Prepared by the authors (2025).

Overall, three of the six announcements analyzed offer only a single position, mostly supplemented by a Reserve List (RL)². One notice offers six positions, and another offers forty positions, likely due to its more recent nature and accumulated demand. This increase in available positions was observed exclusively in the public exam for the state capital, Teresina, which provided thirty permanent positions and ten for the RL.

When the availability of positions for SEPs is limited within the public sector, it becomes inconceivable to implement public policies that contribute to a stronger relationship between students and schools, promoting social interaction and essential basic rights for all individuals. It is essential that psychologists occupy these spaces, and it is necessary to initially encourage access for these professionals to the educational environment.

It is also important to highlight that the work of school and educational psychologists, according to the guidelines of the Federal Council of Psychology (2019), must be aligned with the principles of human rights and social justice. This underscores the urgency of their insertion into the school context as agents promoting equity, particularly in public spaces. Therefore, the extremely limited number of positions reflects a lack of municipal adherence to the role of SEPs, as well as a low likelihood that this work occurs in a critical, coordinated, and transformative manner, as proposed by scholars in the field. According to Santana (2020):

The work of the school psychologist should be understood as a collective process, involving critical analysis of the historical and social conditions that influence the schooling

² Reserve List (RL) refers to vacancies in a public competition and/or selection process that are not immediate, but which may be filled in the future, depending on demand.

process, aiming at the transformation of pedagogical practices and the promotion of inclusion. (p. 45)

According to Souza (2024)

The critical perspective in Brazilian School and Educational Psychology considers psychology training as centered on three pillars: the commitment of Psychology to the struggle for a democratic school with social quality; an epistemological rupture concerning the adaptationist view of Psychology; and the construction of a psychological praxis in response to school complaints. (p. 47)

Therefore, Critical School Psychology must move away from the traditional clinical model and refrain from attributing students' learning difficulties solely to them. These difficulties should be understood as historical and social productions that require the involvement of multiple actors, including teachers, school administrators, families, and public policies.

Critical-based School Psychology, grounded in the historical-cultural framework, understands the psychologist's work as articulated, collective, and transformative, overcoming the traditional clinical-individualized model that reduces school problems to student deficiencies. This approach proposes examining the social, institutional, and pedagogical contradictions that permeate the school, acting in ways that transform educational practices.

Thus, through the category of "service provision," it is evident that the very number of professionals proposed in the announcements misaligns with this model of practice: solitary professionals, distant from their local communities, and overloaded with demands. This is evident even in contexts such as the state capital, which offered a higher number of positions compared to other municipalities. However, considering the size of Teresina's educational network—comprising 323 schools, five thousand teachers, and over 90,000 enrolled students (Brasil, 2023)—this translates into an average of ten schools per professional, a reality not markedly different from that of the state's interior.

Still within the "service provision" category, an objective observation of the stages required in the selection processes reveals the inclusion of curriculum analysis, evaluation of academic/professional titles, and essay tests as attractive possibilities to value the experience and expertise of professionals, ensuring a more qualified and collaborative role in Basic Education. Such strategies could be replicated in other municipalities in the state and, above all, bring professionals to the school environment who are conscious of their role.

However, a more in-depth and critical analysis of these choices indicates that these stages, if implemented without contextual organization, remain insufficient to attract professionals capable of truly working in School and Educational Psychology from a critical perspective.

Psychology, as a science and profession, has well-defined fields of practice, and applied areas have specific references, theories, and organizational frameworks. Therefore, the selection of these professionals should ideally include exams covering content specific to the educational field, assignments aligned with the *Manual de Referências Técnicas de Atuação do(a) Psicólogo(a) na Educação Básica* (CFP, 2019a), and curriculum analyses that value prior professional experience, as well as relevant courses and specializations.

Nevertheless, although the understanding and consequently the provision of SEP services in the public education network remain insufficient, a trend toward increasing opportunities for the inclusion of this professional in educational public policies in Piauí is observable, given that all the announcements analyzed are from the last three years (2022, 2023, and 2024). The number of selections, public exams, and recruitment processes for Psychology positions has increased, indicating a movement of expansion within the educational context, albeit still distant from the ideal model. The growing presence of psychologists in educational settings paves the way for a more effective participation of the field in public policies targeting Basic Education, as highlighted by the CFP (2019a):

According to the assumptions of a critical theory of education, each professional—educator and psychologist—will assume the commitment to contribute, with their knowledge and practices, to the understanding of issues involving educational policy and its implications for teaching work. This purpose constitutes what we understand as a process of continuing education. Thus, professionals will seek ways that effectively enable the appropriation of knowledge and transformations in social relationships. In addition, psychologists have the opportunity to work on content related to development and learning, as well as interpersonal issues that permeate the educational process. Psychologists in educational contexts can contribute significantly to pedagogical practices aimed at humanization. To this end, it is necessary to emphasize the subjective dimension of educational experiences. Giving visibility to the presence of the individual as a whole, highlighting the subjectivity that accompanies and characterizes the educational process, is a specific task of psychologists. With this knowledge and understanding, psychologists can make substantial contributions. (p. 47)

The “service provision” category indicates that the complexity of the topic under investigation requires analyzing the announcements in light of the context in which professionals will operate once approved in the selection processes, rather than solely considering the quantitative aspect of the offer. Critically, it was assessed that in the six municipalities, the number of positions still falls short of the demands of the educational reality.

Employment Modalities

In the second category of analysis, titled “employment modalities,” aspects related to the type of employment contract, weekly workload, and remuneration offered to psychologists were observed. In most selection processes, the proposed workload was 30 hours per week, which aligns with the efforts of professionals and Psychology Councils advocating for this standard within the profession.

This workload is considered appropriate for planning activities, conducting group interventions, and providing individual follow-up by SEPs, while also allowing time for continuing education and professional supervision—elements that correspond to a critical perspective on SEP practice. Table 3 below presents the details regarding employment modalities:

Table 3. Employment Modalities

Location	Type of Contract	Weekly Hours	Remuneration
Teresina	Statutory	30	R\$5,930.66
Parnaíba	CLT	30	R\$2,312.30
Paulistana (Picos region)	CLT	30	R\$2,500.00
São Raimundo Nonato	CLT	30	R\$2,500.00
Bom Jesus	CLT	40	R\$4,871.06
Canto do Buriti (Floriano region)	CLT	30	R\$2,500.00

Note. Prepared by the authors (2025).

Regarding remuneration, variation among municipalities was observed. The average salary recorded was R\$3,435.67. In Teresina, where employment is statutory through a public exam, the starting salary is higher than in other municipalities, reaching R\$5,930.66 for a 30-hour weekly workload. In the remaining five municipalities, remuneration for the same workload does not exceed R\$2,500.00. Bom Jesus offers a salary of R\$4,871.06 but requires a 40-hour workweek, differing from other announcements in this respect.

In summary, the analysis of the announcements revealed the complexity and disparities in the working conditions of psychologists across different regions of Piauí. Although municipalities recognize the importance of having SEPs in Basic Education by offering positions, the approaches adopted for their hiring are often insufficient.

Announcement 1 (Prefeitura Municipal de Teresina, 2024), which provides a statutory employment link, ensures continuous and structured professional engagement, favoring the implementation of long-term educational programs. In contrast, smaller municipalities such as Paulistana (Prefeitura Municipal de Paulistana, 2024), Bom Jesus (Prefeitura Municipal de Bom Jesus, 2023), Canto do Buriti (Prefeitura Municipal de Canto do Buriti, 2023), and Parnaíba (Prefeitura Municipal de Parnaíba, 2023), operate under the CLT (Consolidation of Labor Laws) regime and face challenges in terms of resources and administrative structure, limiting the effectiveness of services provided and creating inequality in access to SEPs between metropolitan and interior regions. In other words, central regions generally benefit more from the services, while more vulnerable areas remain at a disadvantage.

This aspect was highlighted in a recent study by Barros et al. (2022), which indicated that governmental and socio-historical factors also directly influence the psychologist's professional practice. Beyond theoretical preparation, knowledge, critical reflection on professional practices, and adherence to public policies, psychologists navigate a range of complexities and systemic issues within the political, economic, and social framework. These include the lack of resources and working materials, the absence of support and referral networks, and insufficient awareness of the psychologist's role, among other factors that directly affect professional functioning.

Patias and Hohendorff (2019) indicate that "entering this environment, taking into account the diversity of social, economic, and locational factors that may interfere with the implementation and effectiveness of such policies in the daily life of the institution" (p. 30) is a major challenge for the work of SEPs. In the research underpinning this article, this finding is also evident, particularly when observing the significant disparity between the state capital and other municipalities regarding working conditions. This disparity reflects the difficulties faced by smaller localities in providing continuous and qualified support, partly due to budgetary and structural limitations.

Another point of relevance in this category concerns the type of employment contract. Temporary employment was observed in most of the announcements. While it allows for agility in emergency situations, it compromises service continuity and the retention of qualified professionals. The implementation of incentive and support policies, promoting continuing education and stability for psychologists in interior municipalities, could significantly improve service provision, contributing to a more equitable distribution across Piauí.

An additional aspect to highlight in the context of temporary contracts, beyond professional stability and talent retention, relates to the mental health of psychologists. The Federal Council of Psychology (CFP, 2019b) establishes that "the lack of professional stability contributes to the psychological distress of workers themselves and weakens the care provided to the population" (p. 43). Consequently, this also undermines professional practice,

particularly from a critical perspective, in which work is always conducted with consideration of the context and history of the school community, as emphasized by the CFP (2019a), highlighting the multiple determinants of school phenomena and the principle of collectivity.

A recent document from the Federal Council of Psychology, entitled “*Censo da Psicologia Brasileira*” (2022), presents results that coincide with these findings:

In general terms, the work activity of Brazilian psychologists is perceived by them as characterized by partially precarious conditions. This means that psychologists operate experiencing moderate insecurity, whether regarding the continuity of their work, the possibility of accidents, the preservation of their rights, or uncertainty concerning the application of their competencies and expertise. (p. 131)

Implementation of Law No. 13.935/2019 (Brasil, 2019)

In the third category, termed “implementation of Law No. 13,935/2019” (Brasil, 2019), the analysis focused on the duties and content described in the announcements. From the analysis of the specifications mentioned, it was revealed that the profile required for the position of educational psychologist in Piauí remains generalist, with a predominance of content related to social assistance and health policies and limited emphasis on the specifics of educational practice. This aspect can be observed in the “Duties” section of some announcements, as listed in Table 1 of this article.

Duties: Issue psychological and social diagnoses through the assessment of target clients, using appropriate technical and methodological resources; provide care, follow-up, and/or referral to other specialties; participate in the multidisciplinary team in health programs and community actions to integrate developed initiatives; plan, guide, coordinate, supervise, monitor, and evaluate psychosocial intervention strategies based on identified client needs; provide psychosocial care through psychotherapy in group or individual sessions; engage in psychological research related to health, work, and education, among other aspects. (Edital 3, Prefeitura Municipal de Paulistana, 2024, p. 2)

Duties: Study, research, and evaluate the emotional development and mental and social processes of individuals, groups, and institutions for the purposes of analysis, intervention, guidance, and education; diagnose and assess emotional, mental, and social adaptation disorders, clarifying conflicts and issues, and providing follow-up during the treatment or recovery process; investigate unconscious factors in individual and group

behavior, bringing them to awareness; conduct research. (Edital 6, Prefeitura Municipal de Canto do Buriti, 2023, p. 29)

Announcements 3 and 6, for example, employed terminologies such as “psychotherapy” and “patient,” reflecting a professional perspective that diverges from a critically based School and Educational Psychology. Only Announcement 1 included duties oriented toward educational practice, as illustrated below:

Develop work with educators, students, directors, teachers, technical staff, and administrative personnel, carrying out activities aimed at preventing, identifying, and resolving psychosocial problems that may impede the development of potential, self-realization, and the exercise of conscious citizenship within the school. Design and implement procedures to understand teacher-student relationships in specific school situations, aiming, through collective and interdisciplinary action, to implement teaching methodologies that promote learning and development. Plan, execute, and/or participate in research related to the understanding of teaching-learning processes and the psychosocial characteristics of students, aiming to update and reconstruct the school’s pedagogical project, relevant for teaching as well as for students’ development and learning conditions. Participate in the work of pedagogical planning, curriculum, and educational policy teams. Diagnose students’ difficulties within the educational system and refer those requiring diagnosis and treatment for specific psychological issues beyond the school’s capacity to appropriate community services, always seeking integrated action between school and community; additionally, supervise, guide, and carry out work in the area of Educational Psychology. (Edital 1, Prefeitura Municipal de Teresina, 2024, p. 36)

The theoretical perspectives present in the announcements often align with the frameworks of Social or Health Psychology and do not reference Law No. 13,935/2019 (Brasil, 2019) or the *Technical References for the Practice of School Psychologists in Basic Education* (CFP, 2019a), both essential documents for guiding a more critical, education-focused practice. It is observed that, despite the initiatives of professional councils (CFP and Conselho Federal de Serviço Social [CFESS]), which produced manuals and guidelines for Departments of Education and public administrators to support law implementation, these materials were not utilized in the preparation of the announcements, even in cases where the duties corresponded to the work of SEPs.

This observation may relate to the absence of specific regulations in some states and municipalities, budgetary limitations, and the need to adapt school infrastructures to

accommodate these professionals. The lack of a clear definition regarding the role of the school and educational psychologist in public schools reflects a mistaken perception of their work, often conflated with health and social assistance services rather than being treated as a distinct, education-grounded practice.

Negreiros et al. (2024), in recent research analyzing announcements published after Law No. 13,935/2019 (Brasil, 2019), emphasize the difficulty in understanding that announcements issued roughly 40 years after the inception of Critical School Psychology in Brazil still specify duties related to psychotherapy, clinical care, psychopathology, and performance assessment. Implicit in these announcements is a model of behavior regulation that neither values subjectivity nor empowers individuals; the notion of evaluating individuals to correct deviations from a normative standard reinforces an educational model that undervalues both singularity and collectivity.

Discussions and scholarship on a critical approach to the role of psychologists in the school context have advanced to the point of providing the necessary foundations for a practice aligned with the objectives of the law, which aims to promote a more inclusive and equitable school environment. This entails understanding the educational context beyond the physical space, recognizing the articulation of Critical School Psychology with social movements, acknowledging struggles for rights, and appreciating the importance of education that fosters equity and social justice.

The school and educational psychologist participates in the development of pedagogical projects, plans, and strategies based on knowledge of developmental and learning psychology, with the perspective of promoting learning for all students, considering their unique characteristics, while working within multiprofessional teams. (ABRAPEE, 2020, s.p.)

Kupfer et al. (2022), in a systematic bibliographic review, identified in various studies the importance of a critical approach for practice in School and Educational Psychology:

The selected articles reveal guidance toward emancipatory practices ... carried out within the very context of Basic Education schools, promoting group actions that enable emancipation and facilitate the reflection of the individual based on the school context.

Therefore, there is a need for a greater presence of the critical perspective in School and Educational Psychology within public announcements, supporting the practice to be developed in the future with theoretical and methodological frameworks from the fields of

Psychology and Education that understand school phenomena as products of the schooling process, constituted by institutional, pedagogical, and relational dimensions.

The analyzed announcements reflect a predominantly generalist approach, failing to specifically address the training and competencies required for school-based practice. The absence of clear requirements related to School and Educational Psychology and to Law No. 13,935/2019 (Brasil, 2019), for example, underscores the need for greater qualification in the regulations governing the integration of these professionals into schools.

Thus, professional practice remains distant from the actual needs of educational institutions, which face challenges arising from new family and affective configurations, youth movements seeking new sexual identities, racial, Indigenous, and quilombola issues, movements representing marginalized groups, and diverse forms of violence and social prejudice. In this context, the role of psychologists in schools confronts these challenges daily, highlighting the importance of “constructing knowledge and practices that embrace diversity, as well as the expressions of humanity among youth, children, and adults” (CFP, 2019a, p. 59).

FINAL CONSIDERATIONS

This study addresses the role of school and educational psychologists in the state of Piauí through the analysis of public service announcements and selective recruitment processes. The aim of this selection and analysis was to understand the conceptions and responsibilities associated with the position, the theoretical perspectives, and the central issues present in the announcements. The data revealed the incipient implementation of Law No. 13,935/2019 (Brasil, 2019), with significant disparities in the number of vacancies, types of contracts, and the delineation of responsibilities for school and educational psychologists.

It was observed that, although there are some advances—such as the first permanent public contest conducted by the Municipal Education Secretariat of the capital, Teresina, the use of more organized selection strategies, like curriculum analysis in São Raimundo Nonato, and the essay test with educationally relevant topics in Parnaíba—the majority of municipalities still maintain an unsystematic selection process, with celetist employment standards, temporary contracts, low remuneration, and responsibilities that conflict with the guidelines for practice in SEP’s as outlined in current legislation.

A generic professional profile was noted, predominantly oriented toward the fields of health and social assistance. This highlights the urgent need to adjust public educational policies regarding the role and competencies of psychologists in the school context, particularly in regions farther from major urban centers.

As contributions, the findings of this research can inform public managers, Professional Councils, and training institutions in planning and developing more effective policies to ensure the presence of psychologists in municipal and state public schools. By highlighting existing gaps in selection processes and contractual arrangements, this work provides important elements for the formulation of future announcements that recognize and value specific training in School and Educational Psychology, committed to social justice, equity, and citizenship.

A limitation of this study is the geographic scope, which restricted the analysis to municipalities with higher urban concentration and greater socioeconomic power in Piauí, representing a reality that does not encompass the entire state but still allows for realistic projections. It is acknowledged that broader analyses, covering additional municipalities and different periods, could offer a more comprehensive understanding of the law's implementation at the regional level and are thus suggested for future research.

Given that this topic is not exhausted in the present study, future research could also guide the development of reference documents for new announcements, highlight the need for these hires in more vulnerable municipalities, explore the perceptions of teachers, students, managers, and families regarding the work of school and educational psychologists, investigate the impacts of these professionals' integration into pedagogical practices and school climate, and examine the effects of public hiring policies on the mental health of the psychologists themselves. Expanding these investigations may contribute to the construction of a School and Educational Psychology increasingly aligned with the principles of emancipatory and transformative education.

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