

THE PSYCHOPEDAGOGICAL SERVICE IN THE MUNICIPAL PUBLIC
EDUCATION NETWORK OF SANTA CATARINA

*O SERVIÇO PSICOPEDAGÓGICO NA REDE PÚBLICA MUNICIPAL DE EDUCAÇÃO
DE SANTA CATARINA*

*EL SERVICIO PSICOPEDAGÓGICO EN LA RED DE EDUCACIÓN PÚBLICA
MUNICIPAL DE SANTA CATARINA*



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ABSTRACT: The article is an excerpt from previous research in the Brazilian scenario, highlighting the data on the psychopedagogical service offered in the municipal public education network of Santa Catarina (SC). The objective is to present an overview of the psychopedagogical service, the employment relationships and training of psychopedagogues working in the position. The methodology involves qualitative research with a descriptive approach. For data collection, a questionnaire was sent to 295 municipalities in SC. It was found that 54 municipalities have psychopedagogues working in the field of education, totaling 67 psychopedagogues working in the position, of these 60 professionals have a degree in Pedagogy and 27 psychopedagogues have taken specialization in Psychopedagogy, meeting the requirements of the Associação Brasileira de Psicopedagogia. It revealed that 19 professionals are selected for the position of psychopedagogue, as it demonstrates the need for new competitions to meet local demands.

KEYWORDS: Psychopedagogy. Learning. Education. Municipal Network. Professional qualification.

RESUMO: O artigo é um recorte de uma pesquisa anterior no cenário brasileiro, sendo destacados os dados sobre o serviço psicopedagógico ofertado na rede pública municipal de educação de Santa Catarina (SC). Objetiva-se apresentar um panorama do serviço psicopedagógico, os vínculos empregatícios e a formação dos psicopedagogos atuantes no cargo. A metodologia envolve pesquisa qualitativa de abordagem descritiva. Para a coleta de dados foi encaminhado um questionário para 295 municípios de SC. Constatou-se que 54 municípios possuem psicopedagogos atuando na área da educação, totalizando 67 psicopedagogos no cargo; destes, 60 profissionais possuem graduação em Pedagogia e 27 psicopedagogos cursaram especialização em Psicopedagogia, atendendo os requisitos da Associação Brasileira de Psicopedagogia. O estudo revelou que 19 profissionais são concursados no cargo de psicopedagogo, dado que demonstra a necessidade de novos concursos para atender as demandas locais.

PALAVRAS-CHAVE: Psicopedagogia. Aprendizagem. Educação. Rede Municipal. Formação profissional.

RESUMEN: El artículo es un extracto de una investigación anterior en el escenario brasileño, destacando los datos sobre el servicio psicopedagógico ofrecido en la red de educación pública municipal de Santa Catarina (SC). El objetivo es presentar un panorama del servicio psicopedagógico, las relaciones laborales y la formación de los psicopedagogos que actúan en el puesto. La metodología involucra una investigación cualitativa con un enfoque descriptivo. Para la recolección de datos, se envió un cuestionario a 295 municipios de SC. Se constató que 54 municipios cuentan con psicopedagogos actuando en el campo de la educación, totalizando 67 psicopedagogos actuando en el cargo, de estos 60 profesionales son licenciados en Pedagogía y 27 psicopedagogos cursaron especialización en Psicopedagogía, atendiendo a los requisitos de la Asociación Brasileña de Psicopedagogía. Reveló que 19 profesionales son seleccionados para el cargo de psicopedagogo, pues demuestra la necesidad de nuevas competencias para atender las demandas locales.

PALABRAS CLAVE: Psicopedagogía. Aprendizaje. Educación. Red Municipal. Formación profesional.

Introduction

Psychopedagogy has consolidated itself as one of the areas of knowledge in the process of construction and aroused interest among professionals and researchers linked to education. The data presented in this article are part of a broader research, which focused on the role of educational psychologists in the area of education in the municipal network of the states of Rio Grande do Sul, Paraná, Santa Catarina, Acre, Rio Grande do Norte, Espírito Santo and Mato Grosso do Sul (BLASZKO, 2020). The aim of this work is to present a section of the data, covering the panorama of psychopedagogical services in municipalities in the state of Santa Catarina that have active psychopedagogues, employment and training.

The article is structured in four moments, the first presenting theoretical aspects covering Psychopedagogy; then the methodology is explained, in the third moment the research results and reflections on the data are presented and, finally, we bring the final remarks, followed by the references.

Psychopedagogy: some reflections

According to Silva and Hübner (2016), it is necessary to dispel the misconception that Psychopedagogy is the result of the fusion of Pedagogy with Psychology, as it goes beyond the specific knowledge of these areas, a fact that becomes clear when Visca (2010, p. 13, our translation) states:

Psychopedagogy was born as an empirical practice due to the need to assist children with learning difficulties, the causes of which were studied by Medicine and Psychology. Over time, what was initially a subsidiary action of these disciplines began to emerge as independent and complementary knowledge, possessing an object of study (the diagnostic process, its own correctors and preventive measures).

Considering that Psychopedagogy has learning as its object of study, this is defined by the Guidelines for the Training of Psychopedagogues in Brazil as: “an area of knowledge, action and research, which deals with the process of human learning, aiming to support individuals and to the groups involved in this process, from the perspective of diversity and inclusion” (ABPp, 2013b, p. 1, our translation).

According to Portilho (2003, p. 125, our translation), Psychopedagogy is a “science that studies the subject in his singularity, based on his social context and all the relational networks

to which he can belong”. In this sense, Psychopedagogy seeks to obtain a global view of the learner and constitutes an area of study aimed at the process of human learning.

Thus, the psychopedagogue needs to develop a perspective on the learner, aiming to identify the capabilities of each subject and the existing learning possibilities in any situation, in order to plan and create conditions for learning to occur and be given new meaning.

Regarding the concept of Psychopedagogy, Blaszkowski and Portilho (2021, p. 2119, our translation) explain that it is the result of the evolution of studies, research, meetings and “discussions that occurred throughout the historical trajectory since, initially, Psychopedagogy focused on the learning difficulties and school failure and, currently, its objective is to study the human learning process”.

For Almeida e Silva (2018, p. 59, our translation), Psychopedagogy is an area whose object is “the knowing being and its fundamental objective is to facilitate the construction of individualization and autonomy of the knowing self, identifying and clarifying the obstacles that prevent this construction be done.” Still, according to the author, the knowing being is not considered a ready-made being, but one that is in a constant process of construction and continuous becoming.

In this way, for the aforementioned authors, the cognizing being is considered a unit of complexity, formed by the relational, rational and desiderative dimensions, which have their own specificities, which complement each other and are governed by the principle of desire and the principle of reality and if articulate in the dialectic of autonomy and determination.

In the interpersonal relational dimension, the process of knowledge construction occurs through the relationships that the knowing being establishes with other subjects. In the rational dimension, the process of knowledge construction occurs through the structuring and action of the subject on the object. In the desiderative dimension, the process of knowledge construction is determined by unconscious knowledge, instituted by desire movements (ALMEIDA; SILVA, 2018).

In this way, the three dimensions of the cognizing being mentioned above are articulated in a dynamic way, encompassing “[...] autonomy and determination, unity and diversity – in an action that organizes and modifies the environment. This action of the subject enables the construction of knowledge and [...] of the knowing subject himself” (ALMEIDA; SILVA, 1998, p. 41, our translation). Training in Psychopedagogy enables professionals to deal with learning processes and their complications, working with the cognizant being, groups, communities, institutions, seeking to contribute to the learning of all human beings.

The professional with training in Psychopedagogy is called a *psychopedagogue* or specialist in *Psychopedagogy*, which, according to Bock *et al.* (2001, p. 11, our translation), is a “professional who has skills and knowledge to, from an apparently simple activity, be able to make a comprehensive reading about the child's relationship with knowledge and the learning process”. In this way, the psychopedagogue needs to develop “listening” and “looking” at the skills, potential, demands and difficulties of each learner, intervening according to each case, each context.

Regarding Psychopedagogy as an area of activity, Rubinstein, Castanho and Noffs (2004) explain that this is a psychopedagogical praxis supported by theoretical references in which professional training takes place in specialization courses offered in higher education institutions, in addition to being an area recognized for scientific productions materialized in publications organized by the Brazilian Psychopedagogy Association (ABPp) and other bodies.

According to the Psychopedagogue Code of Ethics (ABPp, 2019, p. 1), Psychopedagogy is a field of interdisciplinary knowledge and action and “concerns the learning process considering subjects and systems, the family, the school, society and the social, historical and cultural context”. In this way, interdisciplinary action occurs based on a dialogical relationship between systems, institutions and professionals from different areas, who have different knowledge, using procedures and instruments specific to each area in favor of a common objective.

To this end, the psychopedagogue needs to develop interdisciplinary and multidisciplinary work, establishing relationships with other professionals who serve the student, seeking to dialogue, discuss and reflect on the potentialities and difficulties, building strategies and actions that enhance the learning and development of human beings.

To act as a psychopedagogue and carry out the various duties of the position, the professional needs specific training, which takes place in an undergraduate and/or postgraduate course in Psychopedagogy (ABPp, 2019). However, in several Brazilian states, a degree in the area is not yet offered by higher education institutions, and professionals who wish to work in the field of Psychopedagogy need to pursue a specialization in Psychopedagogy. However, it is appropriate to point out that future professionals in the field of Psychopedagogy seek training and professional improvement courses in duly recognized institutions that have competent academic support, striving for the qualified training of professional psychopedagogues.

In this sense, “training must guarantee specialization in human learning and the integration of the different contexts in which it takes place” (PORTILHO *et al.*, 2018, p. 16, our

translation). In this way, the psychopedagogue is committed to developing actions aimed at learning in the collective, systemic and organizational field of the institution and the subject's learning.

The careful evaluation makes it possible to verify the level of real student development and their potential. From there, it is up to the teacher to organize his work plan so that his students are not restricted to memorizing concepts, but overcome their gaps and develop higher psychological functions (VYGOTSKY, 2002). In addition to graduation and specialization, the psychopedagogue needs to become aware of their own learning process and the need for continuous improvement, aiming to develop integrative and transformative practices to intervene with quality in the learning process of others, both on an individual and collective level.

Psychopedagogy is understood as a field of integration of learning in a broad sense; according to Ujii (2016), the learner in psychopedagogical care can be singular and individualized and also collective, systemic and organizational.

Thus, continued training is important for the professional performance of the psychopedagogue, requiring participation in meetings, events, courses, study groups, to build new knowledge, establish theoretical references, reflect on action, question, raise hypotheses, research and build your identity and professionalism.

Methodology

The methodology used in this research is qualitative, with a descriptive approach. Qualitative research “answers very particular questions [...] it works with the universe of meanings, motives, aspirations, beliefs, values and attitudes” (MINAYO, 2012, p. 21, our translation). It is worth saying that the qualitative methodology guides this research as it seeks to answer particular questions in the field of Psychopedagogy, focusing on the psychopedagogical service, the performance and training of psychopedagogues working in municipal public education networks in the state of Santa Catarina.

Part of qualitative methodology is the approach that aims to describe “the characteristics of a given population. They can also be developed with the purpose of identifying possible relationships between variables” (GIL, 2010, p. 27, our translation). For the author, descriptive research seeks to study characteristics of a given group, such as: distribution, level of service, level of education, among other aspects relevant to the study.

Triviños (1987, p. 110) completes the idea by highlighting that the focus of descriptive research consists of the desire to know a certain community, its characteristic features, its representatives and “intends to describe 'accurately' the facts and phenomena of a given community. reality". In this sense, the author highlights the importance of the data collected, which must be described and analyzed.

The research participants are educational psychologists working in the area of education in the municipalities of the state of Santa Catarina. The inclusion criteria in the research were established as psychopedagogues working in a specific position in the area of education in municipal public networks, working in a multidisciplinary team, in school institutions, in education departments, in prevention, guidance, evaluation, referral and in psychopedagogical support in the educational area. As an exclusion criterion, it was defined that professionals with specialization in Psychopedagogy, but working in a role other than psychopedagogy, would not be considered in this research.

Next, the websites of municipal governments were accessed with the aim of collecting information from the Municipal Education Departments and, subsequently, the questionnaire was sent via *email to the municipalities in the state of Santa Catarina, with a note explaining the objective of the research*. The data obtained from the return of the questionnaire were analyzed and described below.

The instrument adopted for data collection was the questionnaire, which, according to Marconi and Lakatos (2009, p. 86, our translation), is “a data collection instrument consisting of an ordered series of questions”. The questionnaire sent begins with questions related to the identification data of each municipality. Soon after, this instrument presents an ordered series of six questions, with the purpose of knowing the municipalities that offer the psychopedagogical service, the employment relationship of the professionals who work as psychopedagogues, the area of initial training and specialization, the performance of the psychopedagogue with multidisciplinary teams, the needs and demands that emerge in the field of Psychopedagogy, with data presented in this article specifically in relation to the municipalities that offer the psychopedagogical service, the employment relationship of professionals who work in the role of psychopedagogue and the area of initial training and specialization.

It is noteworthy that the psychopedagogues who participated in the research were named using different letters and numbers, respecting the ethical principles of this research, which guarantee confidentiality and preservation of the identity and privacy of the participants. The

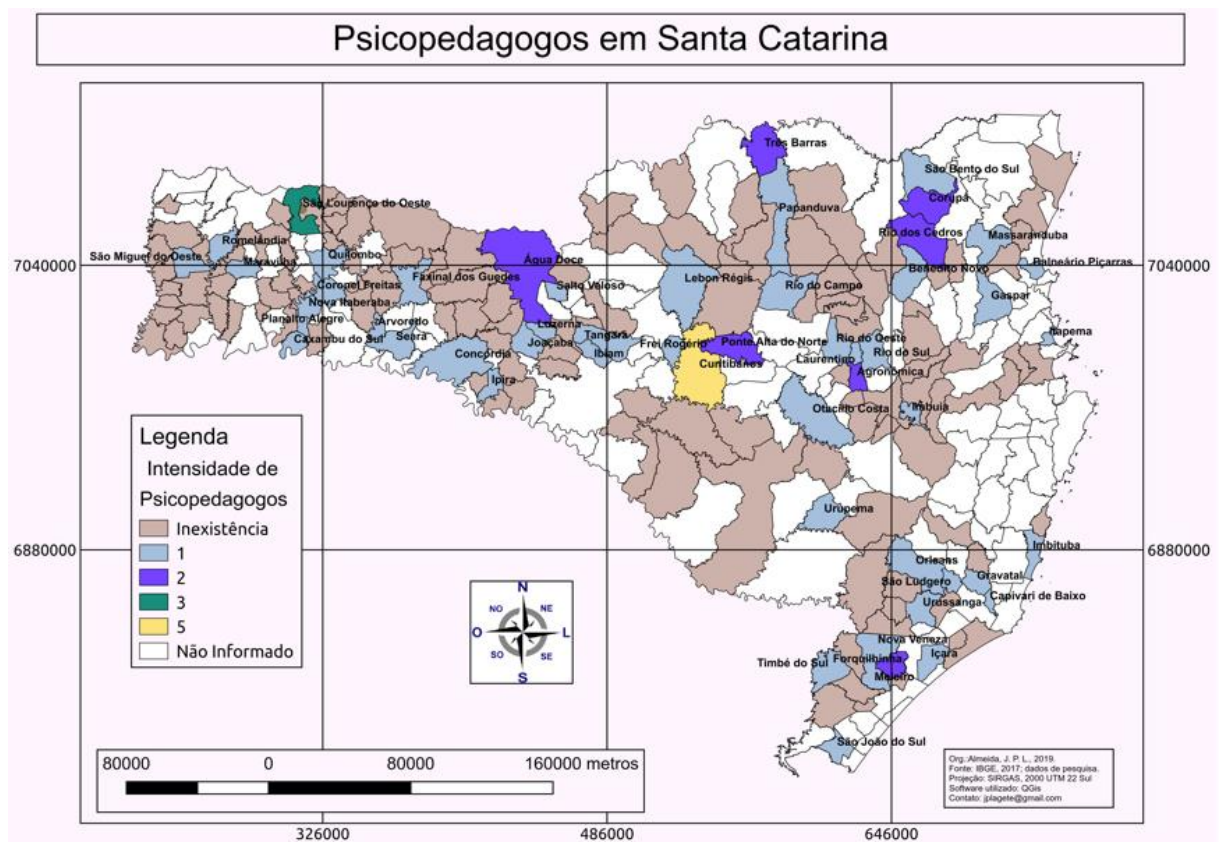
research was approved by the Ethics Committee for Research with Human Beings of the Pontifical Catholic University of Paraná (PUCPR), with the Certificate of Presentation for Ethical Appreciation (CAAE) no. 03851312.1.0000.0020.

Results

Below are presented the results on the psychopedagogical service offered by the municipalities participating in the research located in the state of Santa Catarina. It should be noted that the data were collected through a questionnaire sent to the 295 municipalities in the state of Santa Catarina. It is noteworthy that a total of 129 municipalities did not return the data and another 166 sent the completed questionnaire.

Then, the data was analyzed and it was found that 112 of the municipalities do not have a psychopedagogue professional on their staff. In 54 municipalities, there is a psychopedagogue working in a specific role in the educational sector. Based on the data collected, a cartogram was created with an overview of educational psychologists working in the municipal public network in Santa Catarina between 2019 and 2020.

Cartogram 1 – Psychopedagogues working in the municipal public network in Santa Catarina between 2019 and 2020⁴



Source: Made by Almeida, 2019 based on data collection by Blaszkó

Cartogram 01 highlights the location, presence and quantity of psychopedagogues working in the area of education in the municipal public network of Santa Catarina. The research revealed that in the state, between 2019 and 2020, there were a total of 54 municipalities that offer psychopedagogical services in the area of education, with a variation between 1 and 5 psychopedagogical professionals working in each municipality, totaling 67 psychopedagogical professionals.

As cartogram 01 shows, in the state of Santa Catarina, in 45 of the municipalities there is 1 psychopedagogue in each municipal network; in 7 of the municipalities, 2 educational psychologists work in each of them; in 1 of the municipalities there are 3 educational psychologists working in the educational sector; and in 1 municipality there are 5 working educational psychologists. The respective data demonstrate the existence of a reduced number of psychopedagogues working in the municipal network and indicates the need to hire more professionals.

⁴ Psychopedagogues in Santa Catarina. Subtitle: Inexistência = Inexistent; Não informado = No information.

It is noteworthy that in many municipalities a small number of educational psychologists work to meet the demands arising from the educational environment, students, teachers and the school community. The respective professionals face some difficulties, such as excessive referrals, lack of time to deal with all referred cases and the difficulty of monitoring students in the school context. As the report from Psychopedagogue A60 demonstrates: “ *Here I am the only psychopedagogue to meet the demands of the entire city, there is a waiting list for psychopedagogical care, there is no time to deal with all cases and to monitor students in schools*”.

However, educational psychologists indicate their concern and desire to serve all students; however, they emphasize that it is not always possible to carry out all services due to lack of time and space in the agenda. It is important that students referred to the psychopedagogical service are promptly attended to, so that students' learning is not compromised due to a lack of stimulation and care during the appropriate period of development. In this approach, Barbosa (2001, p. 34) explains that failure leads to the fleeting learning experience and inhibition, with “the functions involved in the process not developing, and the repertoire to face new learning situations diminishes”.

Regarding students' low academic performance, Siqueira and Giannetti (2011) state that, throughout the schooling process, the number of children who have learning difficulties has increased considerably. This denotes the importance and need for the psychopedagogue to work in the municipal public network to carry out the necessary interventions aimed at improving student learning.

Considering that the object of study of Psychopedagogy is learning and the knowing subject, the need to hire new psychopedagogue professionals is evident, whose premise is to understand and analyze the aspects that are affecting learning and “intervene in the practices and relationships that are present within the school” (RUBINSTEIN; CASTANHO; NOFFS, 2004, p. 227, our translation).

On the other hand, the data show that municipalities that have a greater number of qualified psychopedagogues working in the municipal public education network contribute to increasing the number of students served and, consequently, can help reduce waiting times. As can be seen in the report of psychopedagogue A30 “*If a greater number of psychopedagogues with consistent training and who are committed to the psychopedagogical service are recruited/hired in the municipality, they will serve a greater number of students and the waiting time for care will decrease*”.

Thus, the need to hire a greater number of educational psychologists to meet the local demands of each municipality is evident, reinforcing the importance of municipalities holding competitions for the position of educational psychologist.

It was found through data analysis that in the state of Santa Catarina, in the educational sector of the municipal public network, 67 professional psychopedagogues work, of which 64 (95.5%) psychopedagogues are female and 3 (4.5%) Psychopedagogues are male. There is a predominance of females occupying the position of educational psychologist in the municipal public network and there is a significant percentage of male professionals performing the role; the statement is validated by the comparison of the research by Blaszkó (2020), carried out in seven Brazilian states, in which the numerical number of males registered totals 12 professionals, with the three professionals from Santa Catarina making up 25% of the larger research universe.

During the research, we also sought to understand the employment relationships of psychopedagogues working in the municipal network of Santa Catarina, and the following data are available on this: 19 professionals approved for the position of psychopedagogue; 12 hired as educational psychologists; 32 applied for other positions and designated to work as psychopedagogues; 4 professionals mentioned the term others.

It is evident that the largest number of professionals are recruited for other positions and appointed to work as psychopedagogues. It should be noted that of the 32 professionals, 20 are approved for the position of regular education teacher and designated to work as a psychopedagogue due to their training in Psychopedagogy or related areas; another 8 professionals are approved for the position of pedagogue and designated to act as psychopedagogues and, according to local needs, they often perform a dual role, that is, as a psychopedagogue and a pedagogue; and 4 professionals are approved for the position of psychologist and are designated to work as educational psychologists due to their training in the field of Psychopedagogy. According to the data, it is observed that professionals who are designated to work as psychopedagogues may be hampered in relation to functional progression due to the lack of a specific competition for psychopedagogues and a job and career plan.

Regarding the accumulation of functions, which occurs “when the worker, in addition to performing the function for which he was hired, begins to simultaneously perform other functions” (FONTANELLA *et al.*, 2017, p. 8, our translation), the data demonstrate that many professionals were hired for a position and assigned to work as educational psychologists, and

in some situations they accumulate functions, a fact that can contribute to the precariousness of the psychopedagogical service in the municipal public network.

The research shows that there are three factors that contribute to the accumulation of functions, being: 1st - lack of public competitions for the position of psychopedagogue; 2nd - shortage of professionals to meet the demands arising from the educational sector; 3rd - need to contain expenses in the municipal public network, making it impossible to hire new professionals. A fact confirmed in the professionals' report, psychopedagogue A35, states “ *I have a double role, I am a psychologist and started working as a psychopedagogue, since this professional is not yet certified and the demands for psychopedagogical services are many*”, and psychopedagogue A40 mentions “*Here In our municipality, due to the need to contain expenses, no more professionals are hired and the management, to alleviate demands, recommends that professionals take on other positions*”.

There are also a total of 19 professionals approved for the position of educational psychologist in the municipal public network of Santa Catarina. The competitions were held on the municipalities' own initiative, as can be seen in the report of psychopedagogue A22: “*In this municipality I am a candidate for the position of psychopedagogue, the competition was held on the initiative of the city hall and political representatives, it was an achievement for the psychopedagogues here active*”.

As noted, municipalities have autonomy to create vacancies and hold competitions according to local needs, as according to Aguiar (1993, p. 41, our translation), municipal autonomy is guaranteed by the Constitution of the Brazilian Republic (BRASIL, 1988), with each municipality can “self-organize politically, through its own law, to self-govern itself, on matters of local interest and to self-administer itself, managing its own businesses and disposing freely of them, respecting the constitutional system”.

In the municipalities where there was a public competition for the position of psychopedagogue, some stages occurred, including the elaboration of projects by educational managers or councilors, requesting the vacancy of psychopedagogue in a public competition, followed by justification of the need for this professional to meet the demands of students in the schooling process. Subsequently, the projects were sent to the City Council for a vote, and, after approval, they were sent to the mayor to authorize the competition through legal procedures.

It is important to highlight that ABPp, based on the competition survey in the area of Psychopedagogy, created the document called National Parameters for the Preparation of Public

Competition for Psychopedagogue in Brazil (ABPp, 2013c), which specifies the functions of the psychopedagogue, the normative principles for competitions, the training necessary to carry out the position, the prerequisites and stages of the selection process that must be followed to carry out the competitions. Therefore, municipal representatives who have doubts regarding the regulations for holding a specific competition for the position of educational psychologist can consult the aforementioned document, which proposes guidelines.

It is understood that the appropriate framework to work as a psychopedagogue is to be approved in the specific area, an aspect that would help to avoid the precariousness of the role, working conditions and the accumulation of positions. According to the National Parameters for the Preparation of Public Tenders for Psychopedagogues in Brazil (ABPp, 2013c), the psychopedagogue is a professional with specific training in Psychopedagogy, requiring the opening of public tenders for him to act in the role and in different areas of activity.

Holding public competitions for the position of psychopedagogue contributes to the hiring of professionals in the position, who will have the right to functional progression, professional stability, the construction of a career plan, the professionalism and identity of the psychopedagogue. Regarding the identity of the psychopedagogue, it is formed from lived experiences and “is constructed from the set of needs, beliefs, theories and practices” (RUBINSTEIN, 2017, p. 310, our translation). But the identity of the psychopedagogue is also built with the legitimacy and regulation of the profession throughout the national territory.

It is significant that political representatives work together with educational managers, developing actions in favor of holding competitions in the area of Psychopedagogy, contributing to changing the current scenario presented, which shows a small number of professionals approved for the position of psychopedagogue.

The importance of the commitment of political representatives is evident, as they can deliberate on the creation of positions, functions, projects and laws that contribute to the holding of public competitions, to the regulation of the profession and the strengthening of Psychopedagogy in Brazil.

The relevance of public policies developed at the micro level stands out, which comprises actions and decisions taken by councilors, mayors and governors in favor of the creation of projects, laws and competitions for the position of psychopedagogue, which will directly or indirectly contribute to strengthening the fight for the regulation of the profession. In the same sense, there is a need to create public policies at a macro level, which covers actions

and decisions taken at the federal level aimed at regulating the profession of psychopedagogue in Brazil.

Still regarding employment relationships, a total of 12 psychopedagogues are hired temporarily, with contracts carried out via bidding, selection based on *curriculum*, partnership with Intermunicipal Consortiums or selection processes (BLASZKO, 2020).

Generally, temporary hiring makes it impossible to continue the psychopedagogical service developed in the municipal public network, reflecting the precariousness of work and the provision of quality psychopedagogical services. As can be seen in the report of psychopedagogue A6: *“I was hired temporarily as a psychopedagogue, the management demands that it is necessary to carry out psychopedagogical assessment and referral of the largest number of students, but the psychopedagogical service goes much further than evaluating and referring”*. In this sense, Machado, Giongo and Mendes (2016) highlight that temporary hiring has the characteristics of the absence of employment relationships, the requirement for goals that are often unattainable, the intense pace of work, time pressure and the intensification of control.

In view of the report, there is a need to hold public competitions for the position of psychopedagogue, as this is not a temporary demand, as the population is growing, students are in a constant process of schooling and many require psychopedagogical assistance to evolve in learning and overcoming difficulties.

Regarding the temporary hiring of the psychopedagogue via selection by *curriculum*, it occurs as follows, according to psychopedagogue A410: *“I was selected based on the curriculum, interested parties sign up and submit the CV, subsequently the analysis is carried out and a professional is chosen to work in the municipal public network and the contract was carried out”*. The selection of psychopedagogues through analysis of the *curriculum* can enable the hiring of professionals with training and proven experience in the area. According to Chiavenato (1999), the selection of professionals works as a type of filter that allows the selection of employees with the necessary characteristics to work in the institution.

Among the number of professionals who mentioned other employment relationships, one of the worrying data is that a total of 2 professionals who work as psychopedagogues are hired as positions of trust, appointed by the mayor or the secretary of education due to the affinities that exist between the professionals (BLASZKO, 2020).

Another different link that appears in the research is the voluntary work carried out by a professional in a municipality in the state of Santa Catarina, who has training in

Psychopedagogy and, sensitized by the demand for cases that required psychopedagogical care, after retiring, with authorization from the secretary of education and the mayor, carries out voluntary work. It is recorded that the professional began volunteer work as a psychopedagogue in the municipal public education network in 2018 and, currently, with the approval of the secretary of education, she has expanded her work to the state network. As can be seen in the report of the aforementioned volunteer A67: “*I noticed that many students had difficulties learning, I sought specialization in Psychopedagogy and improvement, now retired I offer the psychopedagogical service*”.

Still regarding the category of other employment relationships, a professional mentioned being hired as a neuropsychopedagogue due to his specialization in neuropsychopedagogy, and began working as a psychopedagogue. However, it is necessary to consider that knowledge in the area of neuroscience is present in different areas, and it is important that the education professional knows and understands the cognitive processes and their relationship with the learning process. However, it is worth clarifying that specializations offered under different names than Psychopedagogy do not qualify professionals to exercise the role of Psychopedagogue.

According to the Psychopedagogue Code of Ethics (ABPp, 2019), the training of a psychopedagogue occurs via undergraduate and/or postgraduate courses – *lato sensu specialization* in Psychopedagogy –, which qualifies the professional to work in the area. To this end, we also sought to understand the typology and training levels of professionals who work as psychopedagogues.

Regarding the area of graduation or initial training of psychopedagogues working in the area of education in the municipal public network, the following panorama is obtained: 60 professionals trained in pedagogy; 4 professionals with training in psychology; 2 mentioned others and 1 did not answer the question.

Due to their pedagogical practices, pedagogues and education professionals are faced with everyday situations that require new reflections and demands regarding learning processes, and this aspect contributes to them, at the core of their role, seeking knowledge from Psychopedagogy to enrich educational practices. This demonstrates that the search for the Psychopedagogy course by professionals working in the field of education is very significant, as it reveals that they are concerned with improving practice and contributing to the development of the learner.

According to Noffs (2003, p. 123): “Knowledge of Pedagogy as a specific area of knowledge becomes essential for those who work at school in Psychopedagogy”, considering that the role of the psychopedagogue in the school context involves the teacher and the student, intervention and pedagogical activity, items that are addressed in the field of Pedagogy and Psychopedagogy. According to Portilho (1992), the postgraduate course in Psychopedagogy has a greater demand for pedagogues, psychologists and other professionals who generally come from undergraduate degrees, but who are in school and work with learning, the object of study in the area.

Regarding the training of psychopedagogues at the specialization level working in the municipal network of Santa Catarina, the following data are available: 27 professionals studied specialization in Psychopedagogy; 26 completed postgraduate studies in Institutional Psychopedagogy; 1 in Clinical Psychopedagogy; 10 professionals studied specializations in other areas; of 3 professionals did not answer the question.

According to ABPp (2013a), professionals with degrees and/or postgraduate degrees in Psychopedagogy will be able to practice Psychopedagogy. The data revealed that, in the municipal public network of Santa Catarina, a total of 27 professionals work with training in Psychopedagogy, meeting the requirements proposed by ABPp to work as a psychopedagogue.

The research shows that a total of 26 professionals working as psychopedagogues in the municipal public education network completed a postgraduate degree in Psychopedagogy at the Institutional level and 1 in Clinical Psychopedagogy. It appears, according to the data, that many courses at the specialization level in Psychopedagogy do not meet the requirements proposed by the ABPp, as they are offered in a fragmented way, distancing the institutional scope from the clinical one and, often, do not include the practice of supervised internship.

According to Portilho *et al.* (2018, p. 16, our translation), “many specialization-level courses make reference to Institutional Psychopedagogy and Clinical Psychopedagogy, as if they were distinct areas of knowledge”. Higher institutions that offer specialization courses in Psychopedagogy need to be clear about the inseparability of the institutional and clinical scope.

Courses in Psychopedagogy, as Portilho *et al.* (2018), must guarantee the training of specialists in human learning and must not fragment institutional and clinical Psychopedagogy as distinct areas. Therefore, the psychopedagogical professional needs training that encompasses knowledge related to the specificities of institutional and clinical performance, so that they can follow principles, develop appropriate procedures and carry out the psychopedagogical service efficiently.

It should also be noted that specialization in other areas distinct from Psychopedagogy does not have national recognition as a training field for psychopedagogues. Only the specialization in Psychopedagogy is recognized by the ABPp and current documents for work in the area.

Final remarks

It is concluded, through research, that in the state of Santa Catarina, a total of 54 municipalities offer psychopedagogical services in the area of education, with a total of 67 psychopedagogues. The investigation also demonstrated that in some municipalities there are a reduced number of these professionals to assist local demands, an aspect that often affects the care of all cases and harms student monitoring in the school context.

The research also revealed that psychopedagogues working in municipal public education networks have different employment relationships, demonstrating that the highest rate of professionals is hired for other positions and assigned to work as psychopedagogues, a fact that generates concern, as professionals they do not have a career plan. This issue reinforces the need for municipalities to create specific competitions for the position of educational psychologist.

The results indicate that the majority of professionals who seek a postgraduate degree in Psychopedagogy are trained in Pedagogy, that is, they are pedagogues who work in the educational area, in schools as teachers, coordinators, directors, and aim to improve professional practice, the process of teaching and learning, and act as a psychopedagogue.

Regarding specialization, it was finally found that a significant portion of professionals work with training in Psychopedagogy, meeting the requirements proposed by ABPp to exercise the role of psychopedagogue.

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