

Assistentes Sociais e Psicólogos na Educação: fomentando o desenvolvimento humano e social

Angélica de Oliveira Machado MALTA 1

Paulo de Tarso OLIVEIRA 2

Resumo

O presente trabalho pretende fomentar o debate sobre a presença de Assistentes Sociais e Psicólogos na Educação, prevista pela Lei Federal nº 13.935/19. Apresentando os resultados da pesquisa realizada sobre o trabalho interdisciplinar com Assistentes Sociais e Psicólogos em instituições de Educação Infantil em um município do interior paulista, a pesquisa realizada explana sobre a história e a evolução da Educação Infantil; sobre o desenvolvimento humano e social; e sobre o trabalho interdisciplinar. A análise das entrevistas realizadas com seis profissionais das áreas de Serviço Social, Psicologia e Pedagogia é exposta ao final. Com a discussão apresentada, fica evidente que a presença desses profissionais pode ser bastante eficaz na área da Educação e que ainda é preciso um esforço coletivo para que essa sistemática de trabalho se torne uma realidade, não só na Educação Infantil, mas em todos os níveis de ensino.

Palavras-chave: Desenvolvimento. Educação Infantil. Interdisciplinar. Psicologia. Serviço Social.

¹ Master's in Regional Development (UNIFACEF), Specialist in Public Policies and Socioeducation (UNB), Specialist in Psychopedagogy (Metropolitana). ORCID. <https://orcid.org/0000-0002-2543-7685>

E-mail: angelsa266@hotmail.com

² Free Lecturer (UNESP), PhD in Psychology (USP), Master of Laws (UNESP). Lecturer of the Master's Program in Regional Development (UNIFACEF). ORCID. <https://orcid.org/0000-0002-5739-4827>

E-mail: ptarsoliveira@gmail.com

Social Workers and Psychologists in Education: fostering human and social development

Angélica de Oliveira Machado MALTA

Paulo de Tarso OLIVEIRA

Summary

This work intends to foment the debate about the presence of Social Workers and Psychologists in Education, foreseen by the federal law nº 13.935/19. Presenting the results of research carried out on interdisciplinary work with Social Workers and Psychologists in Early Childhood Education institutions in a city in São Paulo countryside, it explains about the history and evolution of early childhood education; human and social development; and interdisciplinary work. The analysis of the interviews carried out with six professionals from the areas of Social Work, Psychology and Pedagogy is presented at the end. With the discussion presented, it is evident that the presence of these professionals can be very effective in the area of education and that a collective effort is still necessary for this systematic work to become a reality, not only in early Childhood Education, but at all teaching levels.

Keywords: Development. Childhood Education. Interdisciplinary. Psychology. Social service.

Trabajadores Sociales y Psicólogos en Educación: fomentando el desarrollo humano y social

Angélica de Oliveira Machado MALTA

Paulo de Tarso OLIVEIRA

Resumen

El presente trabajo pretende fomentar el debate sobre la presencia de Trabajadores Sociales y Psicólogos en la Educación, prevista por la ley federal nº 13.935/19. Presentar los resultados de una investigación realizada sobre el trabajo interdisciplinario con Trabajadores Sociales y Psicólogos en instituciones de Educación Infantil de una ciudad del interior de São Paulo. La investigación realizada da cuenta de la historia y evolución de la Educación Infantil; sobre el desarrollo humano y social; y sobre el trabajo interdisciplinario. Exponiendo al final el análisis de las entrevistas realizadas a seis profesionales de las áreas de Servicio Social, Psicología y Pedagogía. Con la discusión presentada, se evidencia que la presencia de estos profesionales puede ser muy eficaz en el campo de la Educación y que aún es necesario un esfuerzo colectivo para que este trabajo sistemático sea una realidad, no sólo en la Educación Infantil, sino en todos los niveles de enseñanza.

Palabras clave: Desarrollo. Educación Infantil. Interdisciplinario. Psicología. Servicio social.

Introduction

This work emphasizes the importance of interdisciplinarity in the field of Education, which has historically been dominated by professionals in Pedagogy but is increasingly encouraged to include professionals from various backgrounds to enrich its teams. Similar to other fields like Social Assistance and Health, this approach aims to reformulate the system of services provided to users, fostering human and social development.

Development is often understood solely in economic terms, measured by income, production of goods, and purchasing power. However, the development of a locality or social group should not be linked only to financial aspects but must also consider social well-being, quality of life, and the environment in which people live.

The production of goods and services should be aligned with meeting human needs, making development synonymous with ensuring rights. Every person should have their basic needs met to ensure dignified living conditions. They need to be the protagonists of their life stories and active members of the community. To achieve this, it is essential to reduce social inequalities and expand individual choices and freedoms (SEN, 2000).

Public policies should facilitate citizens' access to social rights and address their needs, ensuring full development, quality of life, and well-being. Schools serve as a prime environment for promoting and developing human potential, as they are spaces where individuals interact, relate, and learn. The presence of diverse professionals working in a coordinated and cohesive manner ensures the necessary conditions for the biopsychosocial development of students.

Beyond the roles of teachers and students in the knowledge-building process, there is potential to integrate new professionals into the school environment. These professionals can contribute to a multifaceted education for students, ensuring not only meaningful learning but also preparation for adult life that encompasses all aspects of human experience. (MALTA, 2022, p.13)

Interdisciplinarity in education is often understood through its facet of interaction among various subjects and activities within the school curriculum (BOCHNIAK, 1992). However, this discussion aims to address interdisciplinary work as the coordination and dialogue between different professionals, fostering a collaborative approach and new working methodologies (FAZENDA, 1995).

Federal Law No. 13,935, dated December 12, 2019, mandates the presence of Social Workers and Psychologists in Basic Education; however, the regulations are still pending.

It is crucial to expand the discussion on interdisciplinarity and the role of these professionals in school environments to facilitate the implementation of this new work methodology. The composition of interdisciplinary teams aims to broaden access to social rights, promote the comprehensive development of children, and provide support to families.

As a place of formation and learning, schools must address all aspects of human life. The goal is not only for students to access information and knowledge but also to foster social relationships and prepare them for engagement in various public spaces. Schools are plural and dynamic spaces that should integrate formal learning with the experiences and realities of all involved to ensure that learning is meaningful and of high quality (OLIVEIRA, 2003).

The school should be a space for human emancipation, where individuals become aware of the reality in which they live and engage with it in a critical and reflective manner. This concept of emancipatory education relies on ensuring respect for human diversity, equity, and freedom, valuing these aspects, granting access to rights, and allowing individuals to develop their potential (NEVES et al, 2022, p.5).

The role of the interdisciplinary team in education is to promote the realization of this emancipation by adopting a critical perspective that aids in addressing the demands presented in the daily school environment.

This article aims to stimulate discussion on the importance of interdisciplinary teams in schools and to present the findings of the research conducted by Malta and Oliveira (2022), undertaken for the attainment of a Master's degree in Regional Development. The dissertation addressed the historical aspects of early childhood education institutions, human and social development in public education policy, interdisciplinary work, and the roles of Social Workers, Psychologists, and Pedagogues in schools.

A field study was conducted with semi-structured interviews of professionals working in affiliated childcare centers in a municipality in São Paulo. In total, six interviews were conducted with two Social Workers, two Psychologists, and two Pedagogues. The professionals were from four educational units, two of which had interdisciplinary teams and two did not. This comparison was crucial in analyzing whether interdisciplinary work enhances the quality of family support and promotes human and social development.

This article presents the results of the research, proposing an expansion of the discussions on interdisciplinary work in education and the implementation of Federal Law No. 13,935/19.

Contextualizing Early Childhood Education

Early childhood education institutions emerged around the 16th and 17th centuries in Europe, initially aimed at providing assistance to impoverished families who needed to work in industries and had no one to leave their children with (MELLO, 1999).

In the Middle Ages, people lived in small agricultural communities, with manufactured work and children being cared for and integrated into this context.

The Industrial Revolution brought a new era for family and social relationships, along with new collective demands. With the shift to cities and factory work, it became impractical for young children to stay with their families. Factories were dangerous and unhealthy environments, necessitating the creation of specific spaces where children could be cared for while their family members worked (SOARES, 2003).

Daycare centers were intended for poor children and had a sanitary and charitable character, providing care to supplement attention for young children.

During the same period, in Germany, kindergartens emerged, also catering to children aged 3 to 7 years but were aimed at bourgeois families. Their goal was to educate and prepare children for the future, providing access to the world of knowledge from the earliest years of life (ANDRADE, 2010).

In Brazil, daycare centers appeared at the end of the 19th century with similar characteristics and objectives as those in Europe. These institutions were coordinated by the church or charitable individuals and associations, targeting impoverished families who needed to work and had no one to care for their children.

The primary goal was to provide basic care, such as food and hygiene. There was no focus on literacy and learning processes. Public investment was also minimal. These were charitable spaces with an ideology of submission, where children were expected to learn to accept imposed orders and the social reality they were destined for.

The concept of scientific assistance, formulated in the early 20th century in alignment with the proposals of popular education institutions disseminated through international congresses and exhibitions, anticipated that addressing poverty should not require substantial investments. Assistance-based education promoted a

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pedagogy of submission, aimed at preparing the poor to accept social exploitation. The state was not expected to directly manage institutions but rather to allocate resources to organizations (KUHLMANN JR., 2000, p. 14).

In addition to their assistentialist nature, daycares also had a public health aspect, as there was an effort at that time to reduce infant mortality.

Another aspect highlighted by Ferreira and Sarat (2013) was the importance of daycares in addressing child abandonment, a common practice during that period. There was even a "wheel of the rejected," which were spaces where families could leave their children when they could not afford their care.

All these characteristics of the early daycares carried stigmas and prejudices. Families were seen as incapable of caring for their children, needing societal assistance to shape these children into good citizens for the future.

The early experiences with daycare services in the early 20th century revealed their charitable and custodial nature, aimed at serving impoverished children and families. They featured elements that marked the institution's history for many years, such as their beneficent character, the specific age range they served, and the characterization of mothers as poor and working-class (ANDRADE, 2010, p.135).

The 19th century was marked by profound social changes and new emerging demands. With the efforts of social movements and the pursuit of rights, access to daycare centers, which was quite limited at the time, began to be advocated. Additionally, significant advances were made in studies on human development, and issues related to the teaching and learning process also gained importance (SOARES, 2003).

Initially, however, the aim was not to improve the institutions or enhance the quality of care provided, but to align the country with international standards, establishing the moral and ethical norms of the time, following what was being proposed in Europe and the United States.

In 1961, the first version of the Law of Guidelines and Bases of Education (LDB) was introduced, which addressed the care of children under the age of seven in daycare centers and kindergartens, broadening discussions about access and the services provided in these spaces.

During the military dictatorship period, education had a repressive character, aiming to mold the new generation according to the moral and ethical norms of the time. Daycare centers were seen as substitutes for families, providing care and "civilization" to young children and their families. According to Andrade (2010, p. 142), "the daycare center is presented as an institution for infant care, capable of serving the children of working mothers, contributing to family promotion and the prevention of marginality. The substitute-maternal model of care is emphasized".

Daycare centers were assigned the responsibility of shaping the new generation according to the model of civility advocated during that period.

From being forgotten and ignored, early childhood education was suddenly placed under the spotlight of educators, public health officials, social workers, journalists, and authorities. Initially, this attention was discreet, but it has increasingly become the focus of numerous government programs, research projects, and private group demands. Today, it is clear that the discourse and activities surrounding early childhood education are no longer merely humanitarian concerns or scientific interests; they have become a myth—the myth of early childhood care, viewed as the solution to all social ills and as a compensatory measure for all educational, nutritional, and cultural deficiencies within a population (CAMPOS, 1979, p. 53).

Clearly, this imposing and repressive stance was aimed at the impoverished population. In contrast, schools dedicated to the children of the elite offered a humanistic and pragmatic education, allowing children to develop their personal skills rather than merely conforming to the standards of the time.

Despite the political and social conflicts of this period, education underwent profound changes, with debates about the role of early childhood education and its competencies and responsibilities becoming more prominent. The process of human development and the importance of learning from early childhood were increasingly incorporated into discussions about childcare.

By the 1980s, the pedagogical dimension and the need for institutional identity were becoming prominent in the daily operations of childcare centers (ANDRADE, 2010). In 1988, the Brazilian Federal Constitution recognized childcare centers as a right for children and a duty of the State. Many regulations began to emerge, shaping the early childhood education system we have today.

In the past, children were viewed merely as recipients of basic care and hygiene. Today, however, they are seen as citizens with rights who are in the process of formation. Their aptitudes, skills, desires, and interests must be taken into consideration.

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Early childhood education is a space for interaction, socialization, learning, and exchange of knowledge and experiences. From the earliest years of life, everyone can contribute to this diverse and plural environment.

The National Curricular Reference for Early Childhood Education (RCNEI), from 1998, sets guidelines for the care of preschool-aged children. The principles established in this law are:

The respect for the dignity and rights of children, considering their individual, social, economic, cultural, ethnic, religious, etc., differences; the right of children to play, as a unique form of expression, thought, interaction, and communication; the access of children to available sociocultural resources, enhancing the development of skills related to expression, communication, social interaction, thought, ethics, and aesthetics; the socialization of children through their participation and involvement in diverse social practices, without any form of discrimination; the provision of essential care related to survival and the development of their identity (BRASIL, 1998, p. 13).

These principles guide the work of early childhood education institutions and represent a synthesis of the evolution of thought regarding the provision of education for this age group. Childcare centers can no longer be mere places for spending time or basic care and recreation; they must be spaces for learning that use play to foster the biopsychosocial development of the children served.

In early childhood education, care and education should be integrated to ensure meaningful learning that respects the peculiarities of this age group.

Education can be understood as a process of experiencing reality, exchanging knowledge and experiences, where children, through play and directed activities, have the opportunity to develop their “childhood capacities for interpersonal relationships, being and being with others in a fundamental attitude of acceptance, respect, and trust, and the children’s access to broader knowledge of social and cultural reality” (BRAZIL, 1998, p.23).

Care, on the other hand, is not only about providing hygiene and nourishment; it must value and respect each child’s individual characteristics, as well as be a moment of affection, attention, and respect for the children’s developmental process.

Learning occurs through play in early childhood education. Children learn when they experience different situations, exchange experiences, and use their imagination in "pretend play," learning about themselves, others, and the world around them (CUNHA, 2007).

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Early childhood education is a crucial stage in human development, where children are supported in building their identity and learning to interact with others and their environment. “Children can acquire social skills naturally over the course of development, through interactions with appropriate models in the family and school, and especially when partnerships are established between these two contexts” (DARWICH; GARCIA, 2019, p.560).

This stage of education requires focused attention to the full development of children, and interdisciplinary work can help ensure access to goods, services, and social rights, as well as the full exercise of citizenship, fostering aware and participatory citizens.

Interdisciplinary Work and Human and Social Development

Development is often associated with economic growth and capital accumulation, but it is multifaceted and should consider the quality of life for people and the planet. Every person is born with rights and should have the basic conditions for survival guaranteed.

The Universal Declaration of Human Rights, approved by the United Nations, ensures freedom and equality for all, regardless of their economic, political, and social conditions. All human beings should have their opinions, freedom of expression and association, and dignity respected a (ONU, 1948).

Development requires the removal of the main sources of deprivation of freedom: poverty and tyranny, lack of economic opportunities and systematic social deprivation, neglect of public services, and excessive intolerance or interference by sovereign states (SEN, 2000, p. 18).

The more freedom people experience, the more they become protagonists in their own life stories; the “concept of human development is related to the building of capacities so that individuals can exercise their choices and fully participate in social life at various levels” (SOUZA, 2021, p.31). However, for this to be possible, it is necessary to reduce social inequalities and increase access to goods, services, and social rights.

Governments need to promote their citizens through a democracy that values human beings, with their particularities and potentialities, providing equal opportunities for freedom and the pursuit of happiness and well-being (NUSSBAUM, 2015).

It is important that people grow and develop in environments that favor freedom of choice, based on their interests and abilities rather than solely on external conditions, which are often imposed and

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cause harm and limitations, such as poverty, hunger, violence, and difficulties in accessing health, education, among others.

From birth to youth, humans undergo a process of learning and formation, with the knowledge gained being carried into adulthood. Each human being is unique, endowed with particularities, interests, experiences, and worldviews; they influence and are influenced by culture, people, and everything around them. Life is a continuous process of seeking identity and satisfying personal and collective needs.

The choices available to individuals shape their identities with the necessary conditions to interact in the world where they live. The ability to choose is a valuable element for a person as a member of society, meaning having the conditions to effectively participate in their own destiny and contribute to their development. Therefore, “having the ability to choose” is a dimension of this approach that makes human action more comprehensive, enriches one’s identity, differentiates one’s role in relation to others, and enhances their position within the social structure (ZAMBAM, 2014, p.53).

We need to encourage freedom and equality of opportunities for everyone, especially for children who are in the process of development, by addressing social inequalities through the promotion of social rights and effective public policies. These measures should ensure that citizens have the full conditions to make their choices, have dignified living conditions, and, above all, enjoy a high quality of life.

In the context of early childhood, early education schools should incorporate the ideal of human and social development into their pedagogical projects. This approach aims to promote children's growth and support families in their pursuit of better living conditions, ensuring that children have the full opportunity to grow up as critical and participative citizens.

Interdisciplinary work can enhance development in these settings, as the presence of various professionals with their specific areas of expertise can broaden the scope of information, access to social rights, and public services.

The role of an interdisciplinary team in early childhood education is to prepare children from a young age to live effectively, enabling them to make their own choices and become active members of society. This approach encourages them not merely to replicate existing norms but to seek alternatives and formulate their own life choices (MALTA; OLIVEIRA, 2020, p.986).

Interdisciplinarity is crucial as it integrates different areas of knowledge and fosters dialogue among professionals. They need to develop skills and competencies to articulate their knowledge and practices in a cohesive and horizontal manner.

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In Early Childhood Education, interdisciplinary work is essential because the school is a diverse space for learning and development, addressing all aspects of human growth. Professionals from Social Work and Psychology can contribute significantly from planning actions and training staff to collaboratively developing the pedagogical project and addressing daily demands, ensuring quality service for all users of this public policy.

Social Workers focus on social issues, which can be understood as the contradictions and conflicts within society. They work to promote access to goods, services, and social rights.

Social Work is a profession that engages with social realities by addressing various demands, conducting research, and developing proposals aimed at meeting the social needs of the population. This includes areas such as social assistance, health, education, housing, etc. Social Work views these services as a citizen's right rather than as a favor or mere charity (SOARES, 2003, p.52).

In education, the Social Worker can contribute by identifying risk factors and social vulnerabilities experienced by children and their families. They can facilitate communication among professionals and provide guidance, support, and referrals to other public policies.

The Psychologist focuses on understanding the human mind and emotional and cognitive development. They work in various areas, including hospitals, schools, social assistance, and clinics, observing and analyzing human behavior and social interactions to contribute to mental health and well-being (GUZZO, 2010).

The document produced by the Council of Psychology titled “Technical References for the Practice of Psychologists in Basic Education” outlines the ideal practices of Psychology in schools and society.

In Psychology, we aim for the construction of critical knowledge, where theory and practice are inseparable, and that is committed and responsible, socially and politically, for the democratization of society. This involves addressing daily issues that affect people's lives: social exclusion, violence, discrimination, intolerance, inequality, among others. In School and Educational Psychology, we envision an educational project that aims to collectivize practices of formation and quality for all; that advocates for the recognition of the teacher's work and establishes democratic school relationships; that confronts the processes of medicalization, pathologization, and judicialization of the lives of educators and students; and that fights for public policies enabling the development of everyone, working towards overcoming processes of exclusion and stigmatization social (BRASIL, 2019, p. 26).

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The psychologist should be present in the school to join the work team, assist in the ongoing training of educators, contribute to the construction of the political-pedagogical project, address daily issues, and plan actions and strategies to mitigate learning difficulties. Essentially, the psychologist should be present to promote the welcoming and well-being of all members of the school community, helping to prevent situations of violence, isolation, exclusion, and neglect. Their role is to work with the collective rather than simply addressing individual learning or behavioral problems.

Law No. 13,935, dated December 11, 2019, provides for the presence of Social Workers and Psychologists in Basic Education, aiming to contribute to the strengthening of public education policy and assist in promoting the full human and social development of students and their families.

The document “Psychologists and Social Workers in Public Basic Education: Guidelines for the Regulation of Law No. 13,935, 2019,” prepared in 2021, highlights the movement across the three levels of government for the implementation of this law and reinforces that:

The integration of Social Workers and Psychologists into school teams is more necessary than ever, not only due to the teaching-learning process and the age-related difficulties in content assimilation through online education but also because of the implications across various segments of Basic Education networks, families, job markets, and social relationships (BRASIL, 2021, p.14)

This law has not yet been fully implemented, partly due to the challenges faced by the country because of the COVID-19 pandemic. However, it is increasingly necessary as we navigate a period of significant losses and setbacks. There is an urgent need to expand the support network and ensure effective and high-quality public policies to restore community life and address the damages and impacts of this period of social isolation.

Results of the research conducted on interdisciplinary work in daycare centers in a municipality in the interior of São Paulo state

Below, we will detail the results of the research conducted in a municipality in the interior of São Paulo on interdisciplinary work in early childhood education units affiliated with the municipal government. This includes an analysis of the interviews and an expanded discussion on interdisciplinary work in education.

The research took place between 2020 and 2022 in pursuit of a Master’s degree in Regional Development.

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This is a descriptive research study with a qualitative approach that used bibliographic and documentary research, questionnaires, and semi-structured interviews to support the initial hypothesis that interdisciplinary work brings significant contributions to early childhood education institutions.

In the bibliographic research, authors were studied who cover topics such as education, human and social development, social rights, interdisciplinary work, public policies, and the specifics of professions in social work and psychology, among others.

The documentary research involved analyzing laws, regulations, and documents related to public education policy, as well as specific documents from the municipality under study, such as decrees and action plans.

The research employed Discourse Analysis, a method often used in social sciences research, as it allows for understanding the historical and social aspects present in the respondents' statements.

In the empirical research, a municipality in the interior of São Paulo state was selected. The city has 358,539 inhabitants, according to IBGE (2021). Of this number, approximately 20,966 are children aged zero to six years, who are the target audience for early childhood education.

The municipality partners with several Civil Society Organizations (CSOs) for the management of daycare centers. There are a total of 78 units. In addition, the municipality has various private schools, a unit exclusively for the children of public servants, coordinated by the municipal administration itself, and a unit exclusively managed by a public university. These three categories were not included in the research due to their limited public access and the fact that their selection does not go through the central vacancy system managed by the municipality's Department of Education.

Brazilian legislation guarantees access to early childhood education for those who demand it. However, the municipality studied has not yet been able to meet all requests. To facilitate the registration logistics and prioritize families with greater vulnerability, a central vacancy system was created, giving preference to families with the greatest need for assistance.

It is not ideal, as the right to access should be universal. Preschool education is not mandatory, but it is a right of the child and, according to Article 208 of the Federal Constitution, it is the State's obligation to provide education for children up to 5 years old in daycare centers and preschools (BRAZIL, 1988). Unfortunately, the lack of available spots is still a reality, not only in this municipality but throughout the country.

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In addition to the issue of access, it is also necessary to discuss the quality of the services provided by these educational units. The school should be a space for growth, socialization, experimentation, discovery, and learning, providing students with all the conditions necessary for their full development, addressing all aspects of human life.

Given this, the research problem was to uncover whether interdisciplinary work improves the services provided by early childhood education institutions and whether it promotes human and social development.

To address this question, data collection was initially carried out through a simple questionnaire, via telephone, to the 78 early childhood education institutions affiliated with the municipality. The purpose was to map out the units that have Social Workers and Psychologists and to request their participation in the interview stage.

Of the 78 affiliated units, 60 do not have Social Workers and Psychologists on staff (only Social Workers who are municipal employees and provide support in daycare centers, but are not specific to the entities); 4 have both professionals; and 14 have only one of the professionals: 2 Social Workers with exclusive functions; 6 Social Workers with administrative coordination functions; 9 Psychologists with exclusive functions; and 1 Psychologist with administrative coordination functions.

After this survey, those who met the profile and agreed to participate in the second stage took part in a semi-structured interview. There were two Social Workers, two Psychologists, and two Pedagogues from four different educational units, with two having an interdisciplinary team and two without.

The interviews were conducted remotely via video call due to the social isolation period caused by the Covid-19 pandemic. Each participant was interviewed individually.

At the beginning, a brief presentation was made, including name, academic background, role in the institution, length of time working in education, and professional experience. This presentation is important for understanding the interviewee's profile and assessing whether their academic and professional trajectory might influence their responses.

The first question asked was about what interdisciplinarity meant to them. The two Pedagogues described interdisciplinarity as the articulation of disciplines and knowledge, while the Social Workers and Psychologists spoke about the coordination between different professions. It was observed that this response was based on both professional experiences and academic training, as

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Social Workers and Psychologists mentioned having previously worked in interdisciplinary teams in the Health and Social Assistance sectors.

Subsequently, they were asked about the role of the teams in the daycare centers. The Pedagogues from the units without an interdisciplinary team only discussed the pedagogical actions carried out. The Social Workers and Psychologists, in addition to the pedagogical aspects, mentioned other actions such as: guidance to families, ongoing training, and referrals that improve the quality of service for children and their families. They emphasized that interdisciplinary work does not undermine the primary focus of daycare centers, which is indeed pedagogical, but rather expands the attention given to the users of this public policy and their families, strengthening the executing units and enhancing service quality.

They were then asked if the presence of Social Workers and Psychologists in education could contribute to the school unit. All agreed that it could. The presence of these professionals enhances the quality of work, strengthens the teams, and ensures a more focused approach to daily demands. Moreover, interdisciplinary work helps create a more diverse, inclusive, welcoming, and meaningful space for everyone.

When asked about Law No. 13.935 of 2019, the Pedagogues reported not knowing about it, while the Social Workers and Psychologists stated that they became aware of it through class councils. It was evident that further discussions about this law are needed to promote its implementation.

All emphasized that the law is a significant achievement, especially during this period of pandemic when we faced so many losses and setbacks. Even the Pedagogues who were unaware of it spoke about the importance of having other professionals in the field of education, which is currently comprised mainly of teachers and pedagogues.

Final considerations

Based on the interviews, it is evident that it is not enough to simply mandate the presence of these professionals in schools; it is also necessary to structure the environment so that interdisciplinary work can truly take place. Despite the law being in effect, it has not yet become a reality.

Relating the field research to the bibliographic research, it is clear that there has been significant progress in the way daycare centers are perceived and their social function. However, there is still a need to address the access issues for those who are still seeking spots, to increase the number of professionals, particularly Social Workers and Psychologists, and to ensure the coordination of work through joint planning and execution of proposed actions.

Networked work with other public policies is also crucial to addressing the demands presented by children and their families. No single public policy can resolve all the needs of its users.

It is essential to coordinate educational, health, social assistance, housing, employment, sports, culture, and other policies to effectively enhance social protection for these children and their families, allowing them to grow fully, become protagonists of their own life stories, and active members of their communities.

This work aimed to promote discussion about interdisciplinary work involving Pedagogues, Social Workers, and Psychologists in Early Childhood Education within a public network. The research highlighted the importance of addressing this current issue—the implementation of interdisciplinary teams, composed of Social Workers and Psychologists, as proposed by Law No. 13,935 of 2019.

The implementation of the law and the debate on interdisciplinary work need to be key points on political agendas and a cause championed by professionals and professional councils. This is not just about expanding the field of action for Social Workers and Psychologists, but also about addressing the urgent need for change in school environments and society due to the consequences of the pandemic.

For this new working model in the field of education to be effectively realized, it is not enough to merely ensure the presence of professionals; a real paradigm shift in practice is necessary.

We need to further promote studies and research on this topic, including disciplines that address "social issues" and social policies in teacher training programs (undergraduate courses for future basic education teachers). Additionally, we should expand courses on education within Social Work and Psychology programs. Encouraging closer connections between the fields of Education, Social Work, and Psychology, as well as fostering collaborations among professionals from these areas, will help to integrate and enhance interdisciplinary work in these fields (FIGUEIREDO et al, 2022, p. 138-139).

Beyond the issues related to the delays and losses caused by the pandemic, interdisciplinary work in schools can offer significant contributions to the teaching and learning process, as well as to

Social Workers and Psychologists in Education: fostering human and social development human and social development. This approach can create a more inclusive, integrated, and participatory environment, highlighting the needs of children and their families. Furthermore, it can help address everyday school problems effectively.

Society stands to benefit from interdisciplinary work in education, as it can challenge and overcome old paradigms of exclusion, violence, and prejudice. It can ensure that demands for social services and rights are met more efficiently, fostering comprehensive and meaningful development for children, and improving quality of life and well-being for everyone.

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