

EDITORIAL – SCHOOL PSYCHOLOGY, IMPLEMENTATION OF LAW 13.935/19 AND CONFRONTING THE PANDEMIC

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“We will have to reach to December. I said. It was close to the end of the year. It was my father, in times of greatest conversation, who asked for it. After each difficulty, he expected us all to reach to December. Which was to promise that we would arrive alive and safe at the end of the year, entering January, starting again. To resist.” (Mãe, 2017, p. 125).

“We will have to reach to December”, tells us the great writer Valter Hugo Mãe. We are reaching the end of 2021, the second year of the Covid-19 pandemic. This period required us strength to continue resisting the many dismantling practiced by the current government, going through loss of guarantee of labor rights, setback in social policies, devaluation of science, increase in poverty, among many other aspects experienced putting into question the possibility of survival, perhaps the process of development of the human race. On the other hand, the advance of vaccination and the consequent decrease in the number of deaths and hospitalizations in our country have reiterated and recovered the population’s trust in science.

The implementation of Law 13.935/2019 - which provides for the provision of Psychology and Social Work services in public Basic Education networks - advances in numerous municipalities, thanks to the efforts of psychologists, social workers, teachers, managers, parliamentarians who are engaged in the regulation of the Law. Therefore, on this occasion, we thank the Regional Representations of the Brazilian Association of School and Educational Psychology (ABRAPEE) for their efforts to regulate this Law, the Federal Council of Psychology - CFP, the Federal Council of Social Service – CFESS, the Regional Psychology Councils, the Brazilian Association of Psychology Teaching - ABEP, the Brazilian Association of Teaching and Research in Social Service - ABEPSS and the National Federation of Psychologists – FENAPSI.

The Representatives of these entities did everything possible and impossible for the aforementioned Law to be approved in 2019, and now they spare no effort in creating and developing actions related to Psychology and Social Work in Basic Education. We understand that in the midst of adversities resulting from losses in all senses, including rights, mourning is inevitable and cannot be trivialized. In spite of the pain resulting from these situations, they mobilize us so that the regulation of the aforementioned Law allows the opening of work spaces through public tenders. For this purpose, it is essential that the knowledge produced in this field collaborate with the educational process aimed at the formation of human beings. This is a right constituted by Brazilian legal diplomas!

At the end of this year of 2021, ABRAPEE released the document “Needed care to enable in-person classes during the Covid-19 pandemic”⁴, in which it alerts to the fact that the pandemic has not ended and, in addition to the known precautions from the point of view health, it is essential to pay attention to pedagogical, psychological and social issues. Students, teachers, managers and other employees were away from the so-called “school floor” for over a year. In this return, we need to ensure that school institutions continue to fulfill their role in the socialization of scientific, cultural and artistic knowledge, as taught by Saviani (1991).

Considering that we have lived and are still living in atypical situations, we must be careful not to pathologize and not medicalize the different expressions of behavior of students who may have learning difficulties in the academic context.

We are aware of the importance of collective work in confronting inequality in access to knowledge, which was intensified due to several factors, including: access to technology, unemployment, hunger, discouragement, budget cuts in education and science, among other situations that permeate the actions and pedagogical relationships arising

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⁴ https://abrapee.files.wordpress.com/2021/10/retomadadasaulaspresenciais_abrapee.pdf

from a society that has antagonistic interests.

In a context of devaluation of Sciences, and especially the Human Sciences, the 73rd edition of the Annual Meeting of the Brazilian Society for the Advancement of Science (SBPC), whose theme was “All sciences are human and essential to society” highlighted the relevance of role of the production of scientific knowledge to face the adversities of human beings’ lives. Contrary to the mercantilist logic, there is a need to consider Education as a process that aims to promote conditions for individuals to become active, conscious and emancipated subjects from the logic that imprisons and alienates. In this regard, it is noteworthy that at the opening ceremony of the aforementioned event, among many other honored scientists, as is usual in these meetings, a video was presented with testimonies by scientist Sérgio Mascarenhas de Oliveira (1928-1921), President of Honor of the SBPC. In it, the honoree quotes, emotionally, “the school family”, meaning that, in addition to the many school learnings per se, it was at the school that he was able to meet and count on his colleagues and teachers who introduced him to the ways of art and culture.

Thus, if, according to the assumptions of Historical-cultural Psychology, we humanized ourselves through social relations, they were what we most needed at the height of the pandemic resulting from Covid-19. In

other words, various types of relationships that occurred at school – and which constituted it in its specificities, proved irreplaceable in the context of the isolation posed by the pandemic.

During this period, productions at the interface between Psychology and Education continued, as can be seen in the articles published in this volume. Talking about the school, the teaching-learning process and other themes that offer tools to understand human formation in the educational process, leads us to reflect on how we can “to reach to December” and, thus, create ways of coping to overcome the crisis we experience in these last two years.

May we enter January 2022 resisting, through science in its different contributions, School and Educational Psychology and Art in its many manifestations; after all, as Chico Buarque sings, “Amanhã será outro dia”.⁵

REFERENCES

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- Saviani, D. (1991). *Pedagogia Histórico-crítica – primeiras aproximações*. São Paulo: Cortez: Autores Associados.

⁵ Tomorrow will be another day.

Trecho da música “Apesar de você”, de Chico Buarque (1970). Disponível em http://chicobuarque.com.br/construcao/mestre.asp?pg=apesarde_70.htm

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