PSYCHOLOGY AND EDUCATIONAL POLICIES: STATE OF KNOWLEDGE IN DISTRITO FEDERAL POST-GRADUATION

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ABSTRACT

The theme of educational policies became problematized by School Psychology, more emphatically, about 30 years ago, concomitant to the movement for its social commitment. This research aimed to make an analysis of the state of knowledge of the production of postgraduate courses in Psychology in the Distrito Federal, between 2006 and 2014, about educational policies. The theses and dissertations of these programs were raised in the digital repositories of these universities. Those that referred to educational policies were selected, totaling 5l studies. These were classified into categories: inclusive education; political-pedagogical projects and management; training, insertion and performance of the school psychologist and the pedagogical team; teacher training; the education system organization; rural education; and intersectional policies. There was a diversification and consolidation of the theme of educational policies throughout this period, as well as the role of postgraduate students in problematizing the issue, in order to promote the democratization of education.

Keywords: Public policies; school psychology; education.

Psicología y políticas educacionales: estado del conocimiento en los postgrados del Distrito Federal (2006-2014)

RESUMEN

El tema de las políticas educacionales pasó a ser problematizado por la Psicología Escolar, de forma más enfática, desde hace cerca de 30 años, concomitante al movimiento por su compromiso social. Esta investigación tuvo por objetivo hacer un análisis del estado del conocimiento de la producción de los postgrados en Psicología del Distrito Federal, entre 2006 y 2014, sobre políticas educacionales. Las tesis y tesinas de esos programas fueron alzadas en los repositorios digitales de esas universidades. Se seleccionaron aquellas que se aludían a políticas educacionales, totalizando 5l estudios. Estos fueron clasificados en categorías: educación inclusiva; proyectos político-pedagógicos y gestión; formación, inserción y actuación del psicólogo escolar y equipo psicopedagógico; formación de profesores; organización del sistema de enseñanza; educación del campo; y políticas intersectoriales. Se evidenció una diversificación y consolidación del tema de las políticas educacionales a lo largo de ese período, asimismo, el papel del postgrado de problematizar la cuestión, a fin de promover la democratización de la educación.

Palabras clave: Políticas públicas; psicología escolar; educación.

Psicologia e políticas educacionais: estado do conhecimento nas pós-graduações do Distrito Federal (2006-2014)

RESUMO

O tema das políticas educacionais passou a ser problematizado pela Psicologia Escolar, de forma mais enfática, há cerca de 30 anos, concomitante ao movimento pelo seu compromisso social. Esta pesquisa objetivou fazer uma análise do estado do conhecimento da produção das pós-graduações em Psicologia do Distrito Federal, entre 2006 e 2014, sobre políticas educacionais. As teses e dissertações desses programas foram levantadas nos repositórios digitais dessas universidades. Foram selecionadas aquelas que se referiam a políticas educacionais, totalizando 5l estudos. Estes foram classificados em categorias: educação inclusiva; projetos político-pedagógicos e gestão; formação, inserção e atuação do psicólogo escolar e equipe psicopedagógica; formação de professores; organização do sistema de ensino; educação do campo; e políticas intersetoriais. Evidenciou-se uma diversificação e consolidação do tema das políticas educacionais ao longo desse período, bem como, o papel da pós-graduação de problematizar a questão, a fim de promover a democratização da educação.

Palavras-chave: Políticas públicas; psicologia escolar; educação.

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INTRODUCTION

The field of public policies is a complex phenomenon, the designation of a multidisciplinary area of knowledge as well as that of its object of study. There is no single definition for the concept of public policies, and they can be understood as a set of decisions and intentional government actions, with authority, aimed at solving problems and conflicts in society, resulting in changes in the real world and influencing citizens' lives. They are not limited to laws and rules and after being formulated, they can be configured as plans, programs, projects, databases or information and research systems, as well as presupposing the allocation of public goods and resources. As it is a political activity, the clash of ideas and interests takes place throughout its process, marked by conflicts and possibilities for cooperation between government actors and civil society. Demanding negotiation processes and commitments aiming at the public thing (Ruas, 1998; Souza, 2006).

In the field of education, public policies are those aimed at guaranteeing the right to education and mediation between the State and society with regard to meeting the demands in this field (Zibetti, Pacífico, & Tamboril, 2016). Education is a universal human right, advocated in the Universal Declaration of Human Rights and, in Brazil, inscribed in the Federal Constitution of 1988 and detailed in the Law of Guidelines and Bases of Brazilian National Education, Law 9394/96

Psychology, especially School / Educational, is one of the areas that works to guarantee this fundamental right. The relationship between Psychology and Education is old and close, since its constitution as science and profession. However, this relationship has undergone significant changes in its history. Since its beginnings, Psychology has been inserted in the educational field, especially in traditional educational institutions. In a technical and psychometric trend, it assumed a secondary role, subsidizing other practices and being restricted to issuing reports and diagnoses. Its work aimed at classifying and segregating children between apt and unfit in educational spaces, thus masking the complexity involved in understanding school failure, as it gave individualizing answers to questions of educational and social order. Thus, their contribution cannot always be considered as aimed at improving and democratizing education. On the contrary, there is a collaboration for an exclusion policy. Their practices in education had a clinical-therapeutic, individualistic, pathologizing, normative bias, which maintained social inequalities (Dazzani, 2010; Gonçalves, 2010; Guzzo, Mezzalira, Moreira, Tizzei, & Silva Neto, 2010; Patto, 1984).

The 1980s can be considered a milestone for the fields of Psychology and Education. Following the national movement for the redemocratization process of the Brazilian State, Psychology as a whole, and especially the School / Educational one, engages in a movement of questioning its assumptions, purposes, role and social commitment (Dazzani, 2010; Patto, 1984; Souza, 2011). This movement argues that assuming its social commitment is to base its practice on respect for Human Rights and the promotion of citizenship. It is at this historical moment that the theme of Psychology in Public Educational Policies is also inserted and problematized (Leonardo, Rossato, & Constatino, 2016; Souza, 2011).

Today, we understand that School / Educational Psychology, within the scope of Public Educational Policies must propose interventions aimed at the democratization of education: from its access, the permanence and acceptance of the student until the completion of the basic education stages, and the pedagogical quality and management (Gonçalves, 2010). Its contribution must occur in any of the stages of the public policy process: formulation, decision-making processes, implementation and in its monitoring and evaluation processes. It means a social commitment assumed, as professionals working in daily life, in their condition as subjects, producing knowledge and working in different educational contexts (Martinez, 2009).

With the intensification of the production of Psychology in the area of educational policies, it is necessary to map the knowledge already developed, in order to understand its development and the changes in this field. This is the aim of studies of state-of-the-art analysis and state of knowledge (Romanowski & Ens, 2006). These analyzes allow for a better understanding of the relationship between what is produced in the academy on educational policies and the performance of psychologists in educational spaces, as well as the formation in Psychology and the policies that have permeated these contexts.

This work aims to make an analysis of the state of knowledge of the production of postgraduate courses in Psychology in the Distrito Federal (DF), between 2006 and 2014, about Educational Policies. We opted for this time frame to ensure equal access to publications from the universities of the DF, as it is only from that date which the digital publication of postgraduate work becomes mandatory.

In this sense, it is important to contextualize that the Graduate Programs in Psychology in the Distrito Federal are distributed in three universities: University of Brasília (UnB), Catolic University of Brasília (UCB) and University Center of Brasília (UniCEUB). At UnB, a federal public university, postgraduate studies linked to the Institute of Psychology began in 1964, were deactivated in 1969 and resumed in 1975. In 1988 the doctoral course was created. In the period from 2005 to 2007, Graduate Studies were reformulated into four *stricto sensu* programs. UCB, a private IES[1], started the

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[1] Higher Education Institution.

Post-Graduation in Psychology in 1999 with a master degree and in 2012 inaugurates its doctorate. And UniCEUB, also a private IES, begins in 2012 its master degree in Psychology.

METHOD

This work is configured as bibliographic research, of the state of knowledge type, of documentary nature. We use as a database the digital repositories of theses and dissertations of each of the universities described above. These repositories list the works defended in each Graduate Program, with their main information (title, author, advisor, date of defense). For the initial survey carried out between the second semester of 2015 and the first semester of 2016, the titles and abstracts of Psychology works that related to the area of education and could refer to educational policies were considered. For the final survey, those studies that made reference to educational policies were selected, either as their object of study or placing this object within the discussion of educational policies. For this purpose, the term "educational policies" (or variations) was used as an inclusion criterion, provided that research is inserted in this field or that it raises discussions and / or proposals for educational policies.

The selected works were analyzed qualitatively from their main information. Categories were created to classify each job according to the type of educational policy (its objectives and policy audience) that was researched and / or problematized. The categories are: (1) *Policies for inclusive education* - works that investigate and / or discuss the school inclusion policy, in general or in a specific segment, special education, as well as educational assistance in general for these people and their families; (2) *Political-pedagogical projects and management* - investigate and / or discuss policies to guide political-pedagogical projects and school management, including topics such as: culture of peace, democratic management, management of cultural difference, family-school relationship , school actions; (3) *Policies for the training, insertion and performance of the school psychologist and the psychopedagogical team* - investigate and / or discuss policies for the training, insertion and performance of school psychologists at different levels of education, as well as the teams in which this professional is inserted in the public education scope in the Distrito Federal; (4) *Teacher training policies* - investigate and / or discuss initial and / or continuing teacher training; (5) *Organization of the education system* - investigate and / or discuss the organization and structuring of the education system, including educational assessment systems, time required for compulsory education, school infrastructure, among others; (6) *Rural education* - investigate and / or discuss rural education policy; and (7) *Intersectional policies* - investigate and / or discuss policies that establish interfaces among education, health, safety and work, such as work that deals with the health of education professionals, prevention of drug use, violence in schools and media.

It is important to highlight that some of the selected works related to more than one type of educational policy, and to categorize them, we analyzed which policy was the main focus in the research and discussion of proposals, considering the other policies that appeared as backgrounds for that focus.

RESULTS AND DISCUSSION

A total of 51 papers were selected that discussed the theme of educational policies in the proposed time frame. Table 1 shows the distribution of works according to the Postgraduate Program to which they were linked and their level (master or doctorate).

The distribution of works according to their category of analysis, year of defense and university of the linked graduate program can be seen in Figure 1:

Caption: 1. Policies for inclusive education; 2. Political-pedagogical projects and management; 3. Policies for the training, insertion and performance of the school psychologist and the psychopedagogical team; 4. Teacher training policies; 5. Organization of the education system; 6. Rural education; 7. Intersectional policies.

We emphasize that in all the years of the proposed time frame there are publications from Psychology in relation to educational policies. In all of them, UnB appears with at least one work. UCB only in 2006, 2008 and 2010 did not present any work in the area; UniCEUB already in its first master class exhibits three.

It seems to be an oscillation of interest in the discussion of educational policies along the time frame

Table 1. *Distribution of works according to Post Graduate Program and its level.*

	UnB				UCB	UniCEUB
	PG-IP	**PG-PDS**	**PG-PsiCC**	**PG-PSTO**		
Master	5	13	3	1	18	3
Doctorate	2	5	-	1	-	-
Total	30				18	3
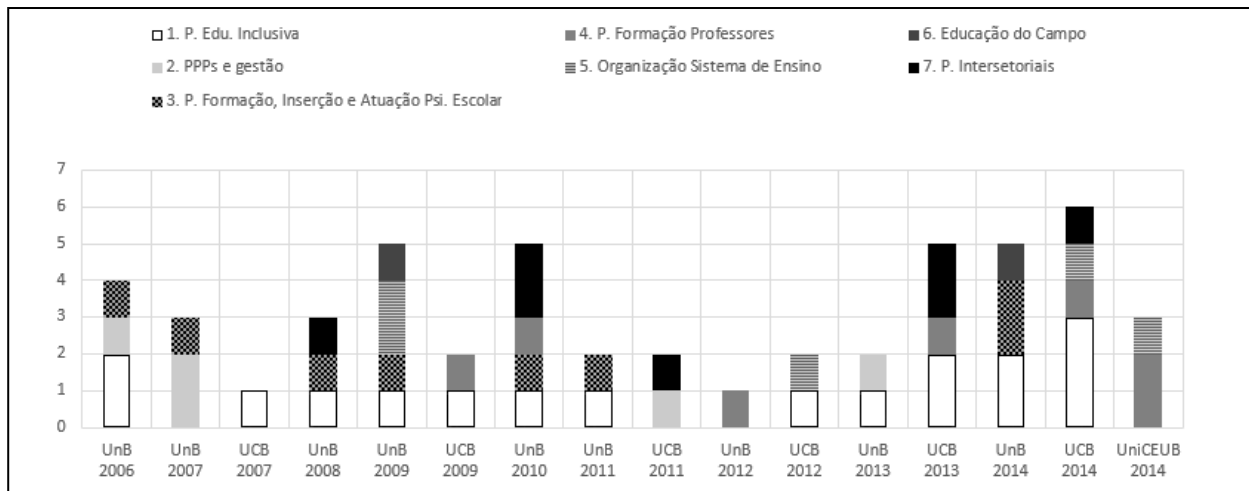
Figure 1. *Graph of the distribution of selected papers according to their category of analysis, according to the linked IES and year of its defense.*

in the postgraduate programs of the DF, however, in 2014 there is a significant increase (14 in total) and then 2009 and 2013 appear with seven works each one. The years 2008 and 2012 were the ones that had the least work defended discussing the theme: three in each. The UnB, despite being the one that produced the most about this theme (30 works), presented a decline between 2011 and 2013, its large production may also be related to the fact that the UnB has the most consolidated postgraduate studies, in addition to having four programs. The UCB, which had been presenting between none and two works between 2006 and 2012, shows a significant increase in productions in 2013 and 2014, with the IES having published the most about the theme of educational policies in the last years of the cut made: five and six works, respectively. The years 2009 and 2014 were the ones with the greatest diversification of public policies studied, with five and six categories of analysis appearing, respectively. We can hypothesize, based on this, that the view of Psychology for educational policies has strengthened over time in the Distrito Federal and that it increasingly understands educational issues with its macro crossing by public policies.

Regarding the categorization of the works selected in this research, their distribution by category can be seen in Table 2.

Next, we will analyze each of the categories and their respective productions:

(1) Policies for inclusive education. This was the category with the largest number of selected works, 17 in total, more than double those selected in the next category. Of the educational policies found, the school inclusion policy has the largest international legal apparatus, with the Salamanca Declaration (1994) - of which Brazil is a signatory -, that marks the commitment to social and educational inclusion and which unfolds in a series of national programs and guidelines (Tada, 2016).

Three studies looked at inclusion in general and the others specified some issue: deafness (4); autism (3); mental / intellectual disability (3); giftedness (2); blindness (1); and one still worked with different disabilities. Of the total, 12 studies focused on the process of school inclusion itself, while of the other five studies: one researched the development of talent in adolescence (HA / GD) from the perspective of these adolescents, their families and their teachers; one worked as a therapeutic companion for children with autism in different contexts; one investigated the process of diagnosing autism at SEDF[2], based on psychodiagnostic reports; one, assisting families with people with special needs, considering the education

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[2] Secretariat of Education of Federal District.

Table 2. *Distribution of works by category.*

Category	(1)Inclus Education	(2) PPPs and Manag	(3) School Psi-col Training	(4) Teacher Training	(5) Org Educ System	(6)Rural Edu-cation	(7) Intersectional Policies
Nº prod.	17	5	8	7	5	2	7

and health care network; and a last one worked about the social inclusion of the deaf, with leaders of the deaf movement.

Of the productions that focused on school inclusion (12), all were in regular schools with inclusive classes and one also covered special education. Research appeared at all educational levels: Early Childhood Education (one work), Elementary Education - initial years (five works) and final years (two works), High School (two works) and Higher Education (one work) and one still researched several contexts - Early Childhood Education, Elementary Education 1 and 2 and Special Education.

Half of these works (six) carried out the research with teachers of inclusive classes and another one had as subjects, in addition to this professional, a teacher of resources room and an educational advisor, having as object of study their actions, practices, beliefs and meanings in relation to school inclusion and the students in question. A research had as subjects the school management (principal, pedagogical supervisor, coordinators in the areas of languages and codes, human and exact sciences) as well as the Portuguese teacher as a second language, the resource room teacher and the interpreter of Libras[3], having as its object their positions in relation to the inclusion of deaf students. In four works, the students themselves, the focus of the research, were also subjects: one with only the deaf students, analyzing their narratives of their schooling processes; one with the dyad blind student and teachers, focusing on curricular adequacy and accessibility; one with the student triad with HA / GD, their parents and teachers, analyzing the student inclusion process; and one still looked at all the subjects in an inclusive class - 24 students, including two deaf people, a teacher and a Libras interpreter - investigating the creative atmosphere of the classroom. It is noteworthy that most of the works that dealt with inclusion had the teachers involved as subjects, and few looked at the students.

The great interest of postgraduate students in the Distrito Federal in the theme of inclusion policies seems to indicate the change in perspective of School Psychology in relation to its role: no longer to normalize, pathologize and segregate, but to promote the empowerment of subjects and human diversity (Gesser, 2013). In addition, we can reflect about the demand that is placed on psychologists in schools in the face of this educational policy, in their place as a specialist in human development and their role in contributing to think about school adaptations for the reception of all students in the schooling process and in supporting educators.

These researches seem to be in line with what

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³ Língua Brasileira de Sinais – Brazilian Sign Language.

Gonçalves (2010) proposes for psychology in relation to public policies, and it must act to understand and intervene with the subjective dimension of social phenomena. Thus, they seem to come from contributing to the understanding of how the subjects (students or professionals) are affected and crossed by the inclusion policy, providing opportunities for their speech in the works and from there reflecting about the policy.

In terms of ensuring access for students with disabilities to public schools, this policy demonstrates great advances in its implementation. However, thinking about educational inclusion is not just about including in the school space, guaranteeing access, but in fact guaranteeing a full, quality, humanizing education. In this sense, there is still a lot to be done. What has been observed many times is an exclusion in the inclusion, without taking into account the inclusion in the symbolic cultural and economic space. There are mismatches among the guidelines and what is experienced in daily life, lack of continued training of professionals and of dialogue with them for the formulation and implementation of this policy (Dazzani, 2010; Tada, 2016).

In the survey carried out in this work, we observed that the research focused on the inclusion of students with sensory disabilities (deafness and blindness) and with specific diagnoses (autism, mental / intellectual disability and giftedness). Even if these researches point us to a change in perspective for school psychology, in order to enhance the subjects, the fact that the works have this specific diagnosis outline indicates that the discussion of inclusion still needs to be expanded in schools and research with a view to embracing the diversity of ways of being, of learning, as well as of social issues, in the sense of democratization, in fact, of education.

In this sense, thinking about an educational policy that actually includes all subjects with all the diversity of ways of being in the world leads us to a proposal to expand the discussion for the democratization of education and the defense of human rights. Thus, it is also necessary to think about embracing cultural, ethnic, religious, social and subjectivity diversity (Dazzani, 2010).

(2) Political-pedagogical projects and management. In this category there are five works: two on Culture of Peace, one of which is associated with the issue of child protagonism; one about democratic management; one about diversity management; and one about family-school relations. There is also a production about democratic management in the category about the role of the school psychologist. The studies in this category concern the principles that guide actions at school and the type and quality of relationships that are intended to be developed among the school community members.

In addition, these values, beliefs and guidelines should guide the ways in which decision-making processes, conflict mediation, possibilities for participation and insertion of the community in the school are conducted, reflecting on the organization of the school.

In terms of educational policies, every school institution must develop its Political-Pedagogical Project (PPP) and reformulate it continuously and participative, as well as democratic management, which is a principle of public education in LDB (Law No. 9.394 / 96, 1996) and it has specific legislation in the Federal District (Law No. 4,751 / 2012). However, we still notice mismatches between what is expected and the reality experienced in schools. The construction of the PPP as a process of reflecting about concepts, creating goals and interventional actions and as a guiding document is proposed as a way to break with the alienation of everyday life at school. However, if it is elaborated only as a bureaucratic formality and the school community does not return to it constantly to review and plan its actions, the PPP fails to reflect the school culture or used as a reflective guide to educational practices. Thus, one of the functions of school psychology is to promote awareness of educational concepts and practices, as well as to mobilize and mediate the school community to use PPP in democratic management (Pedroza & Chagas, 2012; Wanderer & Pedroza, 2010).

The works in this category seem to exemplify this role of psychology in schools, since four of them aimed to understand the concepts of Culture of Peace, child protagonism, diversity, family-school relationship, listening to various actors in the school community, as well as proposing and mediating actions in this sense. Another study aimed to study the effects of democratic management on the dynamics of pleasure-suffering in the work of teachers. Thus, we emphasize again the importance of collective moments of reflection and action planning and the role of the school psychologist in his/her sensitive listening and mediation (Pedroza & Maia, 2016).

(3) Policies for the training, insertion and performance of the school psychologist and the psychopedagogical team. We understand that these works, which turn the school psychologist's gaze towards his/her own praxis, are in line with the self-criticism and self-reflection movement of school psychology that started in the 1980s, as pointed out in the introduction. The psychologist starts to look at his/her own subjectivity, as a member of the school community, no longer as an external consultant, but as affected and influencing educational policies. To assume a social commitment to education presupposes that there is a constant movement of criticism and improvement in the practice of psychology (Barbosa & Marinho-Araujo, 2010; Dazzani, 2010; Gonçalves, 2010; Guzzo et al., 2010; Martinez, 2009; Patto , 1984; Souza, 2011).

In the survey, we found eight papers with this theme. Half of these productions focused on acting in the State Department of Education of the DF (SEDF): three were about the role of the school psychologist and one about the pedagogue in the multidisciplinary team that these professionals make up in the SEDF; a study presented the psychologist's performance in relation to the democratic management policy, in an associative institution and in the SEDF; and another three were about the policy of inserting psychologists in spaces considered as emerging - two in higher education and one in NGOs.

In the FD, since the 1960s, there has been the presence of a psychology professional in the public school system, always thought of as a multidisciplinary work of psychologists with pedagogues. Today, we question the purpose of this performance. In the current Brazilian scenario, the DF has a more structured organization for school psychology, with Equipes Especializadas de Apoio à Aprendizagem(EEAA)[4] (Barbosa & Marinho-Araujo, 2010). The current configuration of the service was formed in 2004 with a restructuring and recognized in 2008. The EEAAs are thought of as itinerant and from an institutional, preventive and interventional perspective, aiming for the universalization of the service throughout the Basic Education of the DF (GDF, 2010). In 2015, SEDF had 212 school psychologists for its 658 schools (Nunes, 2016). In 2019, the number of schools was already 683 (GDF, 2019) but the number of psychologists on the network decreased to approximately 150 (there is a difficulty in surveying the exact number of professionals due to the lack of updated data from the SEDF itself). Even with the roaming, not all schools in the network had support from School Psychology. As of January 2020, school psychologists began to work permanently in school units, with some exceptions (GDF, 2020).

We understand that Psychology in schools is an educational policy, that the performance of this professional can promote a more quality and more democratic education. However, this understanding presupposes an intimate articulation among training policies (initial and continuing), insertion and performance in the school psychologist, thinking of him/her as a concrete subject (Martinez, 2009). If the practice is aimed at pathologizing individuals, it will be useless to promote quality education. It is necessary to reflect on the theoretical-epistemological-practical and ethical basis, in an articulation between personal and professional training, reflecting what role and functions it will assume (Souza, 2009).

The researches raised here seem to point in that

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[4] Specialized Learning Support Teams.

direction, when looking at their own performance, they sought as a study object the profile of the professionals, their conceptions in relation to the school complaint, development and learning, and they think about proposals for acting in an institutional line, front democratic management, focused on the collective of the school community.

(4) Teacher training policies. Of the seven studies that discuss policies for teacher education, the majority (five studies) look at teacher education from the perspective of the human development of the subject teacher, studying the processes of subjectivization, the construction of professional identity and teachers' life history. These five works deal with these processes from different experiences lived by teachers as continuing education: from the experience with autistic students; the development of teachers in the specific context of the Programa Alternativo de Licenciatura(PALIC)[5], after the LDB policy that all teachers should have higher education; the proposal to hold philosophy workshops with their classes; the dynamics of relationships in the school context; and the experience of being a literacy teacher and his/her own history as a student.

One study also investigated the issue of ethnic-racial and social class discrimination based on the speeches and practices of teachers, and considered how these themes could be included in the training of teachers. The last work dealt with the construction of autonomy in the continuing education of educators by the Centro de Aperfeiçoamento dos Profissionais da Educação(EAPE)[6], linked to SEDF, bringing the perspective of pedagogical coordination. Regarding this last work, it is noteworthy that, in the DF, the extended working day was achieved, with the teacher not needing to be in the classroom throughout his workload, making time available for planning and continued training, such as offered by EAPE.

It is interesting to note that almost all of these works focus on continuing education, with no research about initial training, only a dissertation that makes suggestions for initial training from the researched with teachers already working. In addition, we note that the research of Psychology in DF on teacher training is not focused on technical training, but in terms of the personal training of the subject teacher, seeking to understand his/her identity, relationships, worldviews and his adult development in experience professional. In fact, we argue that the continuing education of educators must cross this personal sphere, confronting concepts, and providing meaningful learning that promotes human development and a more qualified teaching practice (Pedroza, 2014).

(5) Organization of the education system. This category includes five works that concern the pedagogical organization of the formal education system, they are public policies related to changes in the educational system, the majority at national level, including changes in the Constitution. These surveys study the impacts arising from these policies. There were five productions, focusing on: changing Elementary School from eight to nine years, encountering structural difficulties and adapting teachers for this change; the relationship between motivation to learn, classroom atmosphere for creativity and school performance, in public and private schools in DF; the implications of the pedagogical and organizational proposal of the Bloco Inicial de Alfabetização (BIA)[7] of the proposed cycles in the conceptions about school complaints, which showed significant impacts in this change; the computer labs, from the perceptions of managers, teachers and students about the pedagogical practices present in them, finding mismatches among these perceptions; and the concept of learning difficulties, conceptions and consequences related to it, and finally, concluding that this issue is linked to the way the school has been organized, in the banking education model.

The research portrayed here concerns policies at the macro level, which consider the structuring of the education system. The discussion on how these broader policies cross the school context is important to analyze the concrete conditions for their viability, as well as for their continuity, also analyzing mismatches between the managers who think the policies and who will implement them in the school routine. There is a need for a dialectical relationship between educational proposals and everyday life, each influencing each other. This can be seen in the work that focused on the BIA, in which they found that the restructuring of the times and forms of evaluations influenced changes in the concepts of the school complaint. At the same time, mismatches between managers and the school community make it difficult to implement the policy, as in the case of the inclusion of six-year-old children in elementary school and the objective of computer labs. Understanding such mismatches and proposing spaces for reflection and discussion of policies, as well as proposing improvements in them, is one of the possibilities for psychologists to work in schools and other spaces for the construction of educational policies (Tada, 2016).

(6) Rural education. There were two productions that focused on rural education: one studied the effect of school and psychosocial indicators in areas of Agrarian Reform settlement, assessing whether there is a relationship between the beliefs of principals and

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[5] Alternative Degree Program.

[6] Center for the Improvement of Education Professionals.

[7] Initial Literacy Block.

school performance, highlighting the need for greater integration of school with the reality in which it finds itself and specific qualifications, which also focus on these professionals' prejudiced and discriminatory beliefs; the other production carried out a reflective training experience with undergraduate students in rural education, thinking about inclusive rural education, bringing together questions about rural education policies, inclusion and teacher training.

Even with only two productions, we chose to leave them in their own category, due to the specificities that concern rural education. However, we realize that in many cases there is only the transposition of the urban school model to schools in rural areas, not thinking about the needs of this population or what it means to be from the countryside (Lopes, Pulino, Barbato, & Pedroza, 2016). The selected works exemplify the possibilities of the school psychologist's activities in these spaces, being an actor who seeks to unveil discriminatory beliefs and their impacts on education and promoting spaces for reflection as continuing education for field educators, and this as a way to implement the Education proposal of the Rural Education. However, this professional also needs to think about his function according to local specificities, turning psychological knowledge to such issues.

(7) Intersectional policies. In this category, which involves studies about policies that presuppose interaction between education and other sectors, seven papers were selected. Three addressed the teacher's health, focusing on the quality of life at work, the dynamics of pleasure and suffering of the teaching work, pointing out intervention points to improve the illness of teachers, involving organization and work conditions, the need for continuing education, among others. Two productions dealt with the social network in which the school participates, the first focused on preventing drug use, emphasizing the need for the school to know and get closer to the social network; and the other looked at the concepts of development and learning of Guardian Counselors and their role in guaranteeing the right of schooling for children and adolescents. Two other works addressed the issue of school violence, in an intersection with security policies: one analyzing how the media deals with this issue and its impacts on the perception of the school by the population; and the other researched about bullying from the conceptions of teachers and students, finding, for example, that students related bullying both to aspects of the school environment and to prejudices and discrimination, especially those of gender and ethnic-racial. Likewise, teachers related to the students' family and social *background,* thus providing subsidies for the construction of public policies aimed at school violence.

These works bring the importance of a multidisciplinary look at the phenomena that appear in the school, as well as an effective work of the social network for an integral attention to the subjects of the territory. In addition, they show how social issues, such as violence, race, gender, drug abuse, cross the school space and demand that the school work on these issues so that it fulfills its social function. All this, so that the school is a space that promotes development and integral health based on the construction of pedagogical practices, spaces and more humanizing relationships (Barcelos & Afonso, 2015; Chagas et al., 2017; Freire & Aires, 2012).

FINAL CONSIDERATIONS

In terms of analyzing the state of knowledge in the DF, we can see strong influences from the School Psychology movement that started about 30 years ago in favor of a critical and socially engaged performance (Dazzani, 2010; Gesser, 2013; Guzzo et al., 2010; Leonardo et al., 2016; Martinez, 2009; Souza, 2011). None of the works presented here is in the logic of a Psychology at school that serves to classify and act medically and clinically. On the contrary, they are researches that seek to understand the school routine, with its multiple relationships, as well as the subjectivity of the subjects in this space, and how they impact their actions and are impacted by them. And this is in line with what we understand as the great potential for the insertion and performance of Psychology in the field of educational policies, that is, the understanding of the subjectivities affected by them and the promotion of interventions that favor social transformation based on transformed subjectivities. The possibility of psychological listening, whether of the psychologist working at the school or as a researcher, allows individuals to perceive themselves as citizens (Gesser, 2013; Gonçalves, 2010). We understand that these researches may have contributed to a greater awareness of the subjects and their roles in the effectiveness of the studied policies.

Our results can be compared to the systematizations of national publications about contributions from School Psychology found in the research by Guzzo et al. (2010). These authors sought to systematize the production of articles in the journal *Psicologia Escolar e Educacional,* from 1996 to 2009. The analysis reveals that research based on professional experience is not highlighted, with theoretical work about the role and performance of the school psychologist prevailing. The themes focused on the Psychology and Education relationship, about the training and performance of the psychologist and about the discipline in undergraduate training, and few productions were found about emerging issues in the educational reality, such as violence and issues of exclusion.

Despite the research by Guzzo et al. (2010) not

having focused on problematizing educational policies, some parallels can be drawn. For example, there were very few works that proposed intervention actions in the school context or that studied specific professional experiences related to an educational policy, and the theme of the school psychologist's training and performance was the second category with the most works, despite appearing only in one of the researched IES. On the other hand, issues of educational reality were present in our survey, with emphasis on issues of inclusion and those that involve intersectional areas, as well as the organization and management of the education system.

We perceive the prevalence of descriptive works, which have their importance in the process of monitoring, evaluating and adapting the implementation of policies, because, not always the individuals who work in the implementation are fully aware of the policy and its principles and objectives (Ruas, 1998). As gaps, we find the absence of research that proposes psychology intervention projects, aiming at the effectiveness of educational policies, and the shyness of Psychology in occupying spaces for political deliberation (Guzzo et al., 2010). For us, this picture reveals a social commitment still under construction. Thus, we agree that Psychology, in the field of educational policies, has the challenge of building methodologies and interventions capable of promoting the participation and social control of educational policies, aiming at social transformation and based on human rights (Gesser, 2013). We highlight the great focus of postgraduate courses about policies for the inclusion and training of teachers and psychologists, despite the gaps in the time frame on issues such as medicalization, difficulties in schooling, democratization of education and training of other professionals. We also infer that the majority of the works turned to traditional schools and there was almost no question of innovation in the educational field.

It is also interesting to note that other approaches to Psychology, in addition to School / Educational, have turned to education issues, contributing to the discussion of educational policies, such as Clinical Psychology and Activity Ergonomics.

Anyway, this research evidenced the growing interest, diversification and complexification of postgraduate courses in Psychology in DF when dealing with educational policies. It also demonstrated the role of graduate students in problematizing and generating reflections in the school communities in which they enter as a field of research and in universities in favor of implementing and discussing educational policies.

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