

Performance of the psychosocial sector at SEMEC in the Municipality of Abaetetuba/PA – Approaches and challenges



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ABSTRACT

The article deals with the performance of the psychosocial sector in education as a multiprofessional segment (Social Workers, Psychologists and Educational Advisors) that intervenes in the expressions of the “social issue” arising from the school space. With the objective of establishing reflections on performance, challenges and interventions in the educational service, documentary and bibliographic research were carried out, based on the theoretical-methodological assumptions of Dialectical Historical Materialism with emphasis on education policy as a social right, whose result points to a possible and necessary insertion of this multiprofessional team in the educational reality in the municipality with a view to guaranteeing the right to education and its teaching-learning process with quality.

Keywords: Education policy, School, Psychosocial, Teaching-learning.

1 INTRODUCTION

The Department of Education of the municipality of Abaetetuba/PA has among its purposes to organize in a systemic way the demands that are executed in the reality of public schools in a direct relationship to achieve a socially referenced quality education.

Among the segments of the institution, the insertion of a multidisciplinary team in education and its importance in the teaching-learning process of students from the municipal network stands out, whose professional body is made up of social workers, psychologists and educational advisors working with teachers in the elaboration of joint actions.

Based on the theoretical-methodological reference of dialectical historical materialism and the significant learning of professional action, based on bibliographic and documentary research that gave support to the experience report regarding the foundations of the propositions that involve the multiple challenges related to the guarantee of the right to education and its teaching-learning process with quality in the dynamics of the educational reality of Abaetetuba/PA.



In this sense, the problematization of the object, in the form of an experience report, based on the demands of the historical constitution of the Psychosocial Sector of the Municipal Department of Education of Abaetetuba/PA – SEMEC/ABAETETUBA aims to establish reflections on the performance, challenges and interventions of the psychosocial sector in the educational service. From the analysis of the work developed throughout its historical existence, from the relief of mediations, praxis and contradictions, which integrate the structure and dynamics of the service developed by the coordination of the sector and technical team within the society of Abaetetubense.

To this end, the text is structured in three sections: the *introduction* that presents the problematized object, the theoretical-methodological reference used for its apprehension, objective and structure of approach; *the development*, consisting of six secondary sections composed of a brief exposition on the emergence of the psychosocial segment in the organizational structure of SEMEC/ABAETETUBA in order to highlight the multiple determinations that involve the totality of the object; a description of the activities developed by the sector, emphasizing its dynamics of operation in the mediation of education policy as a constituted social right, focused on the work of the Social Worker, Psychologist and Educational Advisor in municipal schools, whose actions integrate projects, programs and services with students, families and professionals of the 170 schools that make up the municipal education network; and the *Conclusion* portrays the possibilities of acting in the face of a grievous and pandemic period that challenged the team to new professional strategies.

2 DEVELOPMENT

2.1 THE HISTORICAL CONSTITUTION OF THE PSYCHOSOCIAL SECTOR AT SEMEC/ABAETETUBA

This section aims to share the experiences of a work collectively constructed by the psychosocial sector of SEMEC/ABAETETUBA, through a succinct account of the birth and trajectory of the work developed, as well as the challenges in the face of the current scenario that seeks to highlight the multiple determinations that involve the totality of the problematized object.

The report is based on the content of the reports produced by the technical team of the sector, which is currently in practice, whose experience of the team reflected in the composition of the report, emanating from the execution of the projects, attendances under the support of the bibliographic reference used.

According to Gadotti (2011), the school is, in its essence, a place of relationships, it composes the social scenario, a privileged space for the development of children and adolescents, not only about school learning, but also for socialization and coexistence with their peers, for the construction of perennial values that will guide a whole life. It reflects the conflicts that weave the reality in which the students are inserted, being the stage of social problems, which affect the family, childhood,



adolescence, and raise demands such as the issue of difficulties in interpersonal relationships, learning, drug addiction, social vulnerability, bullying, sexuality. A series of issues that challenge educators, parents, managers, the search for alternatives to face it. The school is, therefore, an object of reflection, discussion, study, research, and practices that can contribute to its important role in society.

Within this expressive scenario of the social issue¹, the psychosocial was born in SEMEC/ABAETETUBA, gradually constituted throughout the year 2008, from the entry of two Social Workers, a Psychologist and an Educational Advisor as an important tool in response to the need to promote differentiated care for children and adolescents in the municipal school system. who presented some type of differentiated behavior/relationship and social and pedagogical situation in the classroom and in the school environment, whose structure of the Secretariat did not include a segment intended to evaluate and/or meet the demands of the schools in the municipality.

The work developed has always been based on respect for the specificities of children and their families linked to the municipal education network, in which the commitment, ethics and sensitivity of the team have been the strategic pillar of the service offered, consolidated by the premise of teamwork, collaborative from multiprofessional perspectives.

The insertion of the service and the professionals was based on the need to offer psychosocial and educational care to try to fill the gap of a differentiated view that, to a large extent, is constitutive of the experiences of each professional who formed/forms the team, where psychosocial care was offered to the students, with educational evaluation of each child who was experiencing behavioral/relational/social/family/pedagogical difficulties and that reflected in the school (SOUZA, 2009), that is, the psychosocial service emerges with the purpose of being a support for schools, in the teaching-learning process, in an interdisciplinary perspective, with actions that meet the individual and/or collective demands of the school community.

From the constitution of the psychosocial service segment in the organizational structure of the Secretariat, the team developed all the necessary instruments to subsidize and offer the quality that the work demanded. The environment was designed to bring warmth and pedagogical richness, the furniture, the decoration of the space are aimed at promoting playfulness, toys and games, stories are an important part of the interactive process, where unique moments of exchange, learning and welcoming occur.

The attendance of the school situations referred to the sector always follows an agenda, seeking to meet the availability of the families and the school agenda of the students.

Education is our opportunity to learn together to interpret the world, to understand it and to question it; our possibility of sharing a learning experience, where multiple perspectives,

¹ The social question is a set of expressions of the inequalities of mature capitalist society, which has a common root: social production becomes increasingly collective, work becomes more broadly social, while the appropriation of its fruits becomes private (IAMAMOTO, 2000, p.27).



multiple meanings and endless answers that are always inconclusive coexist and enrich; ... This is what transforms it into a fundamental human right, into a public good that consolidates the entire democratic process and endows it with meaning. This is its fundamental function and therein lies its extraordinary and silent power, its essentially revolutionary potency (GENTILLI, 1998, p.89).

In the same way that the nature of the multiprofessional service is complex, so is the composition of the team that is integrated, as well as disintegrating according to governmental oscillations, with repercussions on the viability of the service and constituting one of the challenges of the members who remain in maintaining the service without compromising the quality defended.

2.2 THE MEDIATIONS AND CONTRADICTIONS OF THE DEMANDS IN THE PROJECTS DEVELOPED

The psychosocial sector, based on the demands met, builds and develops projects aimed at meeting the needs of students, schools and families in the sector, namely:

Project: "Attention Deficit Hyperactivity Disorder", a public that needs guidance and support, but unfortunately is outside the public of special education and the psychosocial received guidance to families, individual care, with activities aimed at enhancing attention, concentration, reasoning, development of self-esteem, and self-reflection on emotions; guidance to families, guidance to teachers, managers and pedagogical coordination. It is noteworthy that the care for Attention Deficit Hyperactivity Disorder (ADHD) is a psychosocial look at the situation and subsequent referrals.

Project: "Learning Verification: Diagnosis, initial intervention and guidance to parents and school staff", with the objective of contributing to the literacy process of children and adolescents, offering pedagogical support to children whose behavior we observe to be altered by not being able to follow classes or not being literate.

Project: Re-signifying pedagogical practice with a look at emotions. It was born from the restlessness in the face of the recurrent situations of children and adolescents with difficulties in interpersonal relationships, due to the difficulties in dealing with emotions. Its main objective is the development of social skills, as well as the expression of desires and emotions, strengthening affective bonds and interpersonal relationships among peers (ALVES, 2000).

"Project Bullying", as a response to Bullings' recurrent complaints, the team occupied the schools using art as their main pedagogical tool. And it was through puppet theater that we awakened in children the reflection on behaviors that they thought were games, but that hurt, were a cause of pain in their peers. There is nothing more eloquent than art to awaken feelings and emotions that are so necessary for life in society, such as empathy, solidarity, respect and so many other values.

In addition to the internal service projects, the team, by envisioning new horizons and diversifying the scope of the service offered, actively participates in external projects, such as the



intervention project for the prevention of sexual violence against children and adolescents, where a video was prepared aimed at children and a booklet aimed at family members and teachers, as well as cycles of lectures and training for families of the children served and for teachers and staff of the schools.

However, in the course of coping with the oscillations in the composition of the team, the demands increased and in order to provide more effective responses, it was necessary to articulate with the agencies for the protection of children and adolescents, such as the Tutelary Council, CRAS, CREAS, the Public Prosecutor's Office, CAPS and others, whose result supported the elaboration of projects, which were born from the restlessness in the face of the challenges that were presented. Thus was born the "New Paths Project", especially for students in situations of social vulnerability, since the main objective of the project is to provide opportunities for art, culture, sports activities to children and adolescents at risk because "education should be an awakening to philosophy, literature, music, the arts. That's what fills life. That's your real role." (MORIN, 2015, p.17).

In rescuing the historicity of the psychosocial sector, the possibility of taking advantage of the previous experiences of each of the professionals became perceptible, aiming for the sector to have a singular and individualized care, but without returning to the scope of psychotherapy and with the emphasis that the children were referred to the service network when necessary.

Building an individual and collective care service, with teamwork and deep respect for the subjectivity and uniqueness of users and employees, transformed the service into a living, pulsating, creative space with transformative power to be able to rescue mental health and joy to individuals, in short, a full meaning to service users, because "Teaching requires understanding that education is a form of intervention in the world (FREIRE, 1996, p. 22)".

The consultations are developed by a methodology that is structured based on a few steps: Initially, an interview is conducted with parents and/or guardians, where the life history is retrieved, through the anamnesis instrument. In the second moment, the interactive process takes place, where pedagogical playful materials, children's literature, toys, puppet theater, drawing, painting, games, in short, each case requires a dynamic of care, each child receives special care according to their demand. In the third moment, the relevant developments for each case take place: Orientation to the school; Orientation to the family; Home visits; Referrals to the Protection Network: Guardianship Council, Public Prosecutor's Office, Assistance Secretariat, Special Education, referrals to Health.

As the work is designed, the team, through praxis, perceives² the breadth of actions to meet the demands with quality, as well as the resizing or diversification of actions, as is the case of on-site visits (home, school, institutional), aiming to know the socio-family and educational context of the children served.

² Praxis understood here based on Freire (Pedagogy of the Oppressed, 2013).



It uses as one of the main instruments "the conversation circle", held in the different school spaces of the municipality (city, countryside), not with the intention of bringing ready-made and finished answers, but as an invitation to reflect on practices, pedagogical practice, guaranteeing the right to education, in addition to enabling an enchanting look at the act of educating and all the transforming power that education carries.

2.3 THE PRAXIS OF THE PSYCHOSOCIAL SECTOR AND ITS IMPORTANCE IN EDUCATION

The right to education, the basis of the full development of the human being and a condition for the exercise of citizenship, as well as preparation for work, demands special attention from the State and the family. From the perspective of ensuring access and permanence to this social right, the work of the social worker is based on the Federal Constitution of 1988, the Law of Guidelines and Bases of National Education (Law 9.394/96-LDB), Law 13.005/2014 - National Education Plan and the Political Ethical Project of the Social Worker, among others.

The right to education and equal access and permanence in school are provided for, respectively, in articles 205 and 206 of the Federal Constitution of 1988, whose explicitness prescribes that it is necessary to understand education as a social right and make it reach access to society with quality, promoting the transformation of those assisted and expecting from the population a greater social transformation that will only occur with a citizen who can read the word from the reading of the world (FREIRE, 1996).

We emphasize as established in article 205 of the Federal Constitution of 1988 that: "Education, a right of all and a duty of the State and the Family, shall be promoted and encouraged with the collaboration of society, aiming at the development of the person, his preparation for the exercise of citizenship and his qualification for work." It provides for equality of education as well as permanence in school (Art. 206, I), which is also expressed in the 1996 Law of Guidelines and Bases of Education.

In view of the panorama of education and the political and social framework of the country, as well as of the municipality of Abaetetuba, taking into account its socio-territorial peculiarities the performance of the psychosocial sector, its necessary role in the creation, implementation and coordination of actions that include solid and effective public policies for the implementation of educational changes for the reality of the municipality is intertwined with the performance of social service.

The psychosocial sector is intended to serve the school community (students, family members and employees) of the public schools of the municipality of Abaetetuba, providing psychosocial and educational services to educational institutions and the interaction between Psychology, Social Work and Pedagogy enabled in the professional experience of the team theoretical-practical knowledge of reality and the multidisciplinary work developed with the schools.



Social work in the educational field has the possibility of contributing to the reality of social diagnoses, indicating probable alternatives to the social problems experienced by children and adolescents, and which will reflect on the quality and conditions of coping with school life. According to Sylvia Terra (2000), the social worker has, among others, the attribution of analyzing and diagnosing the causes of the social problems detected in relation to the students, aiming to minimize or remedy them.

The service also contributes to the identification of social, cultural, and economic factors that determine the processes that most aggravate the educational context today, such as school dropout, low school performance, aggressive and risky behaviors, among others. In the face of complex issues, it is necessary to have a joint intervention of the multidisciplinary team, in this case psychologist, educators and social workers.

In this sense, the function is to contribute to the teaching-learning process, to the quality and formation of the psychic, pedagogical and social development of children and adolescents and to the improvement of the school space in which the student is inserted, acting, above all, in a preventive way, as well as in the guarantee of the rights already advocated in the legal frameworks, identifying and intervening in the expressions of the issues that are part of each field of action. children's school difficulties that are sometimes presented in behavioral complaints.

The action takes place in the collective production of the social relations that are established in the educational context, seeking to focus on the social and psychic dimensions present in the teaching and learning process, understanding the school complaint as a symptom of the broader schooling process, as an emergent of a network of relationships that has as its main characters the child, your school and your family.

Over the years, the sector has further consolidated the work of this service and has attended to a considerable number of cases referred by schools and other institutions. The importance of the service at the Department of Education of Abaetetuba is noticeable, as well as the dialogue and intervention together with other coordinations integrated to the secretariat. The sector also carries out inter-institutional networking on sexual violence against children and adolescents, which has greatly contributed to strengthening ties with other bodies in the Municipality.

Although the work of the psychosocial sector is focused on prevention, we understand that this becomes complex due to having a society marked by social inequality, where we lack more efficient public policies, so we cannot think of education with the old model, where students adjusted to the current social order, only blaming children for the ills that occurred at school, Often the result of not only personal (organic) or family difficulties. Our work is imbued with a critical analysis of the social and historical contexts in which the students are inserted in the role of this new school in the intervention and improvement of these factors.



In the consultations carried out, we observed that most of the situations are related to behavior problems and indiscipline of the students, but it is worth mentioning that there are links between inadequate educational practices and undisciplined behaviors of the students. Often learning problems are being interpreted as a consequence of organic disorders, when in fact they are part of the difficulty in the relationship between school and family. Otherwise, other situations may also be contributing to such behavior and require specialized intervention.

In the referrals to the sector, we found that the main complaints are indiscipline and the practice of systematic persecution (*bullying*), which made us reflect on the actions of the Schools and the reason why they refer the student and are unable to solve these issues in the school itself.

A significant portion of the public served by the sector are children and adolescents who experience some difficulty in the family and school context, among which are low school performance, grade/age distortion, violence, indiscipline, personal and social vulnerability, etc., which end up hindering the educational development of these children and adolescents.

On the other hand, the team also develops moments of continuing education, offered to education professionals in the municipal network, covering various topics, including interpersonal relationships in the school environment, violence (sexual, psychological, physical), phases of human development, learning difficulties, etc.

2.4 THE COMMITMENT TO THE COMMITMENT OF THE PSYCHOSOCIAL SECTOR

Education is still an area of little action of multiprofessional teams, composed of Social Workers and Psychologists together with Pedagogues, but the achievement of the broad mobilization of these professionals who can and should compose the technical team and contribute positively to the educational process was successful in the enactment of Law No. 13,935 of 2019, which provides for the introduction of Social Workers and Psychologists in the framework of education professionals, whose content recognizes the relevance of both categories in the school system, consolidates the integration of these professionals, in a legitimate way, to the field of education, considering specific attributions exercised in the area, ensuring the valorization with constitutive resources of the area.

The work developed by the sector considers the different competencies that must be developed by the students, enabling a necessary dialogue that integrates the cognitive dimension and the integral human formation of the student in the interaction with the school and family community, whose main attributions of the sector are guided by:

- Guarantee of access and permanence of students in the schools of the Municipality;
- Welcoming and serving the school community of the municipal public network that involves psychosocial aspects;



- Ensure Psychological Care, Educational and Social Guidance to students, their families and employees;
- Contribute to the teaching-learning process of children and adolescents inserted in the municipal public network;
- Contribute to the process of strengthening family, school and community bonds;
- Referral to the municipality's protection network, as identified for each situation;
- Support, support and guide the teams of the municipal schools in question that involve psychosocial aspects of the student;
- Follow-up, study and refer, when necessary, to students who have learning difficulties, physical and social vulnerability, and to victims of violence;
- Carry out training moments in the area of education and the like;
- Evaluate and analyze the activities developed.

According to the National Education Plan, which determines guidelines, goals and strategies for educational policy in the period from 2014 to 2024, and for the implementation of multidisciplinary teams. It is worth mentioning that there is a greater emphasis on the existing rooms called AEEs-Specialized Educational Service and the psychosocial coordination service, described in its action plan in goal 4, strategy 4.15:

Encourage the creation of multidisciplinary support, research and advisory centers, articulated with academic institutions and integrated by professionals in the areas of health, social work, pedagogy and psychology, to support the work of basic education teachers with students with disabilities, pervasive developmental disorders and high abilities or giftedness (PNE, 2015).

Also from the perspective of the National Education Plan, described in goal 5 and strategy 5.5 of the sector's action plan:

Institutionalize a national student assistance program, including social, financial and psycho-pedagogical support actions that contribute to ensuring access, permanence, learning and successful completion of youth and adult education articulated with professional education (BRASIL, 2014).

In the dialogue with the school, psychosocial coordination should help in this phase of elementary education, strengthening the school to consider what each audience is interested in learning, and not only in the prescription of what children and adolescents should learn. In this sense, it seeks to expand the intellectual autonomy of children who will later go through the transition, which is adolescence, to awaken their social interest and understanding of internal and external norms for better social life.

The National Common Curriculum Base for Elementary Education also highlights that:



Students in this phase are part of an age group that corresponds to the transition between childhood and adolescence, marked by intense changes resulting from biological, psychological, social and emotional transformations (BRASIL, 2014).

In addition, they should acquire knowledge about how to deal with themselves, how to deal with nature, how to read and deal with history, how to know and produce culture, and also how to handle technology. But it is worth mentioning that the dominant audience of the coordination is early childhood education, in the age group of 3 to 12 years.

In the transition to Elementary School – Final Years, students experience several biological, psychological, social and emotional changes. They broaden their discoveries in relation to themselves and their relationships with social groups, becoming more autonomous to take care of themselves and the world around them. If, in Elementary School – Early Years, the development of perception is focused on the recognition of the I, the Other and the We, in Elementary School – Final Years it is possible to analyze individuals as actors inserted in a world in constant movement of objects and populations and with a requirement for constant communication (BRASIL, 2014, p. 355).

Thus, these legal requirements, we highlight that the greatest of all challenges in the year 2021 was to think about educational guarantee strategies in the midst of remote activities, as they faced greater challenges, such as the expressions of the social issue (social vulnerability, violence, low food quality, among others) within the municipality and that already existed in the daily lives of families, more than worsened with the pandemic, influencing the students' school routine.

2.5 THE DIAGNOSIS OF THE FUNCTIONING STRUCTURE OF THE PSYCHOSOCIAL SECTOR AT SEMEC/ABAETETUBA

The functioning structure of the psychosocial sector reveals an identity focused on face-to-face care, actions and projects in which the technical team conducts seriously, although small in its composition, which restricted the possibilities of development. However, the good articulations with the social assistance protection network of the municipality, dialoguing with the service network when necessary, were created and products were generated, such as an orientation booklet on sexual violence against children and adolescents, which obtained the participation of several agencies.

The sector has instruments prepared by the team, reports and monitoring that are used with students in the municipal network. It has a range of books, games and puppets for the playful exercise with the public served, in good quality to offer adequate care, however, with space that still implies a more expanded service with the children, as well as individualized care with the parents.

From a survey of the situations served, quantifying the schools with the most demands for attendance, intervention strategies are devised, organized in the form of an annual Action Plan to direct the activities of the sector, made available to the other coordinators for knowledge and possibility of integration in the performance of actions, as well as the flowchart of attendances.



The education policy is aimed at serving the citizen at the levels, stages and modalities of education, each of them has particularities, such as dynamics of occupational spaces, legislation, prerogatives and thinking parameters for effective performance of the multidisciplinary team is challenging and complex taking into account the region in which it operates, in the case of Baixo Tocantins in which the geographical specificities cannot be disregarded in the different services of the educational service.

Added to these challenges are those of a structural nature, such as the absence of regulation of the exercise of the psychosocial sector in the SEMEC/ABAETETUBA organizational chart. This time, the performance of the service has been based on the theoretical reference that defends the integration of the sector to education and on the work demands that emanate from the development of the municipal education policy, always taking into account the local specificity of the Municipality.

Numerous possibilities of intervention of the multidisciplinary team in the education policy, in the process of teaching and learning of the student, in which each professional has his or her importance and autonomy to act in the perspective of totality are considered. We understand that there is a need for a more purposeful, intervening direction expanding professional performance, given that education is a constitutive complex of social life, marked by contradiction, inequalities that erupt in an educational environment.

2.6 THE CONSTITUTIVE DYNAMICS OF THE PSYCHOSOCIAL SECTOR IN THE YEAR 2021

In view of this reflection, we list some of the themes previously developed by the sector, whose function was to contribute to the teaching and learning process, to the quality and formation of the psychic, pedagogical and social development of children and adolescents and to the improvement of the school space, in which the student is inserted, developed in an alternative way in the year 2021, in the form of programs and actions that the sector will continue in the current year, adapting to the school reality that is defined.

- ✓ Articulation against sexual violence against children and adolescents with the network of social assistance and institutional services;
- ✓ School Living space: reflections on indiscipline in the school space;
- ✓ Bullying: let's talk about it;
- ✓ Family/school relationship in education;
- ✓ Sexuality in the school context;

In addition, some actions are part of the sector's work:

- ✓ Attendance, guidance, follow-up and referrals.
- ✓ Learning Verification Project: diagnosis, initial intervention and guidance to schools and guardians.



- ✓ Design new paths;
- ✓ The project re-signifies educational practice in the light of emotions and affection.

The thematic proposition, after surveying previously met demands, gained formats of Programs, Projects, Training and Lectures addressed in 2021:

- ✓ The Importance of Reading Stories in Child Development;
- ✓ Identification Strategies and Educational Alternatives in Inclusive Education;
- ✓ Bullying: beliefs and school violence;
- ✓ Youth and Body Image;
- ✓ Public Policies for the prevention of the use of alcohol and other drugs;
- ✓ Aging: psychosocial implications in the family context;
- ✓ Racism: change of attitude and racial beliefs;
- ✓ Covid-19: traumas and impasses in the school context;
- ✓ Gender Relations.

For the composition of the themes, the demands met by the sector and the important approaches for the moment were considered, such as the pandemic and its limitations in the school context, in addition to the composition of data collection instruments (questionnaire) to support the team's future interventions.

Visits to the schools were initiated to dialogue with the administrations and listen to their demands for the sector. On the occasion, the questionnaires were delivered, in which the feedback will serve as a basis for the planning of actions. In the context of the visits, of the schools that were possible to carry out, the limitations of access were identified, whose identifications help the team to think of different strategies for each school space, and the specificities of their respective geographic locations.

Given the complexity of the social reality experienced and the geographical context of access to schools in the municipality, it requires careful thinking about actions that deepen the social relationship of the school and bring the family closer to the school context. Because we find ourselves in a unique moment, of limitations and poverty are expressed in different ways, in which the educational process is not unrelated to this, and if identified and there is intervention with the network of guarantee of rights, it can help the student not to drop out of schools.

The pandemic imposed great challenges on the work developed by the sector, first, face-to-face services with children and adolescents have been suspended since March 2020. Then, the attempt to continue welcoming families remotely involves difficult access through the media, due to the difficulties arising from the purchasing power of families and their geographical location, such as those coming from branches and islands, where telephone and internet signals are limited.



3 RESULTS AND CONCLUSIONS

With this attentive, sensitive, ethical and committed look, the work developed by the psychosocial sector makes it possible to bring to light issues that resemble problems of indiscipline, behavior and learning, enabling care, monitoring and referrals to the protection network, acting in the defense of the rights of children and adolescents in situations where issues of the social, psychic and pedagogical spheres interfere in the schooling process, always looking beyond the boundaries of the school, from a psychosocial, pedagogical and inclusive perspective.

We corroborate our commitment to quality education for all in the Freirean sense, in which the experience lived by psychosocial professionals, far beyond technical work, is above all humanized work through visits to schools and homes of the families of children and adolescents served by the sector. Also, navigating the rivers or walking along the branches, we have the unique and precious experience of dialogue, of exchange, and we reaffirm the certainty of how much education can be transformative.

The reflections on the performance, challenges and interventions of the psychosocial sector in the educational service of Abaetetuba/PA showed that the collective work of the team has unfolded in reflecting on the new demands emerging from the Covid-19 pandemic and the lockdown, as they required new strategies to mitigate the impacts on teaching, including remote teaching. In the meantime, the emergence of opportunities for the development of a more interactive, collaborative, and effective work, provided and required the use of available digital tools, however, little used, even due to the limitation of resources, connection, knowledge, being applied more to specific uses and not integrated into the pedagogical routine of teaching.

The pandemic has laid bare social and economic needs and promoted great challenges for educators, including the need to adapt to new forms of teaching that are mostly digital and the favoring of the teaching and learning process for their students at a time of great psychological difficulties arising from the constant presence of news inherent to the chaos of health and unemployment. This last factor generates a great impact and limits access to the media, as they are of private origin.

Therefore, in this great diversity of challenges, learning to learn new technologies and generating proposals to alleviate the problems arising in the temporal space of the pandemic drives improvement and the awareness that one should not settle in the face of what is considered enough to know, adapting to new profiles in the remote environment.



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