

BETWEEN THE EXPECTATIONS AND PRACTICE OF A PSYCHOLOGY PROFESSIONAL AT SCHOOL

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ABSTRACT. The following article aims to analyze, coming from a systematic literature review, the expectations attributed to the psychologist practice in school and the effective practice of this professional in this context. According to the criteria of the systematic review, the field of scientific knowledge was narrowed into three virtual data bases: The Scientific Electronic Library Online (SCIELO), the Virtual Library in Psychology (BVS-PSI) and the Electronic Journals of Psychology (PEPSIC). It was selected 25 articles to constitute the basis of analysis and discussion of this text, 12 of those being bibliographical reviews and 13 coming from reports of professional practice. The analysis of these articles was made through the technique of content analysis. Regarding the expectations attributed to the practice of the psychologist in school, it was verified the perspective that this professional should act in a preventive manner in relation to the school's collective; know the educational context and the institutional norms, the variables that interfere in the process of teaching and learning, base its practices in psychological theories and maintain contact with other knowledge areas. Few articles were identified that presented reports of the psychologist practices in school, revealing the few are the professionals that have the authority to write and reports its practices, what they do, why they do it and how they do it. It is estimated that reducing the distance between expectations and practice of the psychology professional implies in recognizing the challenges of the inner and out of school variables, to persist inquiring and comprehending the implications of these variables in the school's climate, in the coexistence relationships, and on the problems of different natures that present in this context.

Keywords: Professional expectations; performance practices; school psychologist.

ENTRE A EXPECTATIVA E A PRÁTICA DO PROFISSIONAL DA PSICOLOGIA NA ESCOLA

RESUMO. O artigo objetiva analisar, a partir de uma revisão sistemática de literatura, as expectativas atribuídas à atuação do psicólogo na escola e à efetiva prática desse profissional nesse contexto. De acordo com os critérios da revisão sistemática, delimitou-se o campo do conhecimento científico em três bases de dados virtuais: The Scientific Electronic Library Online (SCIELO), Biblioteca Virtual em Psicologia (BVS-PSI) e Periódicos

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Eletrônicos de Psicologia (PEPSIC). Selecionaram-se 25 trabalhos para constituir a base de análise e discussão deste texto, 12 são de revisão bibliográfica e 13 resultantes de relatos de práticas profissionais. A análise destes trabalhos se deu por meio da técnica de análise de conteúdo. Quanto às expectativas atribuídas a atuação desse profissional na escola, verificou-se a perspectiva de que atue de forma preventiva em relação ao coletivo da escola; conheça o contexto educacional e as normas institucionais, as variáveis que interferem no processo de ensinar e aprender; embase sua prática em teorias psicológicas e mantenha interlocução com outras áreas de conhecimento. Os poucos trabalhos identificados, que apresentam relatos de práticas do psicólogo na escola, revelam que poucos são os profissionais que se autorizam a escrever e relatar as suas práticas, o que fazem, porque fazem e como fazem. Estima-se que diminuir o distanciamento entre expectativa e prática do psicólogo na escola implica em reconhecer variáveis intra e extraescolares, persistir inquirindo e compreendendo a interferência dessas variáveis no clima da escola, nas relações de convivência, nos problemas de diferentes naturezas que se apresentam nesse contexto.

Palavras-chave: Expectativas profissionais; práticas de atuação; psicólogo escolar.

ENTRE LAS EXPECTATIVAS Y LA PRÁCTICA DE UN PROFESIONAL DA PSICOLOGÍA EN LA ESCUELA

RESUMEN. El presente artículo objetiva analizar, a partir de un análisis sistemático de la bibliografía, las expectativas atribuidas a la práctica del psicólogo en la escuela y la práctica efectiva de este profesional en este contexto. De acuerdo con los criterios de análisis sistemática, el campo de conocimiento científico fue reducido en tres bancos de datos virtuales: The Scientific Electronic Library Online (SCIELO), la Biblioteca Virtual de Psicología (BVS-SCI) y los Periódicos Científicos de Psicología (PEPSIC). Fueran seleccionados 25 artículos para constituir la base de análisis y de discusión de este texto, 12 de ellos siendo revisiones bibliográficas y 13 siendo análisis de prácticas profesionales. Los análisis de estos artículos fueran hechos por medio de la técnica de análisis de contenido. En lo que se refiere a las expectativas atribuidas a la práctica del psicólogo en la escuela, fue verificada la perspectiva de que: lo psicólogo debería actuar de manera preventiva con relación al colectivo de la escuela; saber el contexto educacional y las normas institucionales, las variables que interfieren en el proceso de aprendizaje y enseñanza, basar sus prácticas en teorías psicológicas y mantener contacto con otras áreas de conocimiento. Pocos artículos fueran identificados que presentan análisis de la práctica del psicólogo en la escuela, revelando que son pocos los profesionales que se autorizan para escribir y analizar sus prácticas, o que lo hacen, porque lo hacen y como lo hacen. Fue estimado que reducir la distancia entre expectativas y la práctica del profesional da psicología implica en reconocer los desafíos de las variables intra y extraescolares, en persistir inquiriendo y comprendiendo las implicaciones de estas variables en el ambiente escolar, en los relacionamientos de convivencia y en los problemas de diferentes naturalezas que se presentan en este contexto.

Palabras clave: Expectativas profesionales; prácticas de desempeño; psicólogo de la escuela.

Introduction

Among the spaces the psychologist can work, the school setting is a fruitful field for their insertion. Since the enactment of the *Lei nº 13.935, de 11 de dezembro de 2019*, which provides for the provision of psychology and social services in public basic education networks, there was a resurgence of expectations regarding the role of psychology professionals at schools. The educational space, compared to the others, offers the greatest demand for such a professional. Furthermore, briefly summarizing the historical trajectory of the psychologist's partnership with schools, we find that it is old, having been fundamental for the institutionalization of this profession.

However, historically, psychology has gained presence in schools, and in education in general, through a clinical, authoritarian, normative, adaptive and classificatory posture (Tada, Sábia & Lima, 2010; Souza, Gomes, Checchia, Lara, & Roman, 2016). Its practice turned (and still does, in many cases) to dealing with problem situations at school, especially students with school complaints. Gradually, over the years, we observe professionals who seek new references and principles for practice, aiming at a critical, reflective, and politically committed school psychology with a democratic and quality education, from a new perspective (Guzzo, Moreira, & Mezzalira, 2011; Mezzalira, Weber, Beckman, & Guzzo, 2019; Cavalcante & Aquino, 2019).

For Guzzo, Mezzalira, Moreira, Tizzei and Silva Neto (2010), validating the history of a particular area of knowledge is not an easy task, as it involves theoretical and methodological positions, and considers the historical, political, sociological, economic, and cultural context of the time in question. In this sense, regarding the history of school psychology, Guzzo, et al. (2010), Barbosa & Marinho-Araújo (2010) present three moments of this journey, namely: i) between 1906 and 1930, in the context of the First Republic, based on the European model through laboratory techniques, without the concern of intervening in the reality. In that historical period, there was an increase in the number of psychology laboratories, which hosted research on students with learning difficulties; hence, the psychological instruments used by the researchers labeled and individualized students with some type of difficulty; ii) from 1930 to 1960, this historical moment was marked by North American technicism, application of psychological tests aimed at diagnosing, predicting and controlling the 'misfits' of the school context; iii) and the period from 1960 onwards, marked by the movement of civil society against the dictatorial regime, decade in which psychology was recognized in Brazil as a science and profession. There were also claims in the sense of resignifying its role in relation to society.

Throughout the 1980s and early 1990s, it was possible to witness explanations for school failure emerging from individualizing conceptions, or the valuation of criteria linked to the economic condition and/or family situation (Barbosa & Marinho-Araújo, 2010). In the 1990s, the Brazilian Association of School and Educational Psychology (ABRAPEE) was born, considered an important entity for disseminating and broadcasting knowledge applied to the area; it was also during this period that the first studies in the field of school psychology were published in scientific journals. In 2007, another breakthrough, the Federal Council of Psychology (CFP), through resolution 013/07, recognized school psychology as a specificity of psychology, which guides school psychologists to carry out their work in an interdisciplinary team (Barbosa & Marinho-Araújo, 2010).

As for the performance of the school psychologist in the contemporary scenario, there was also a certain dualism between the maintenance of traditionalist conceptions of the 20th century and, on the other hand, the constitution of a new perspective of the psychology

professional and the understanding of their place and role in the school. This meaning, a professional who expands their perspective on the school institution, shifting the focus from the individual to the social and historical relationships that constitute schools. Among the main elements that indicate how the practice of the school psychologist works today, Mezzalira et al. (2019) highlights: the contribution of the school psychologist in the construction of collective and collaborative educational practices; the problematization of concrete demands of each educational unit; the promotion of welcoming and listening spaces for subjects participating in educational processes; the creation of affective bonds and the disruption of stereotypes related to school psychology as a profession that acts on an individual basis. However, these indications are rarely found in the current literature.

In this sense, the present study aimed to analyze, from a systematic literature review, what the studies point out in relation to the expectations assigned to the psychologist's performance at school and the effective practice of this professional in this context.

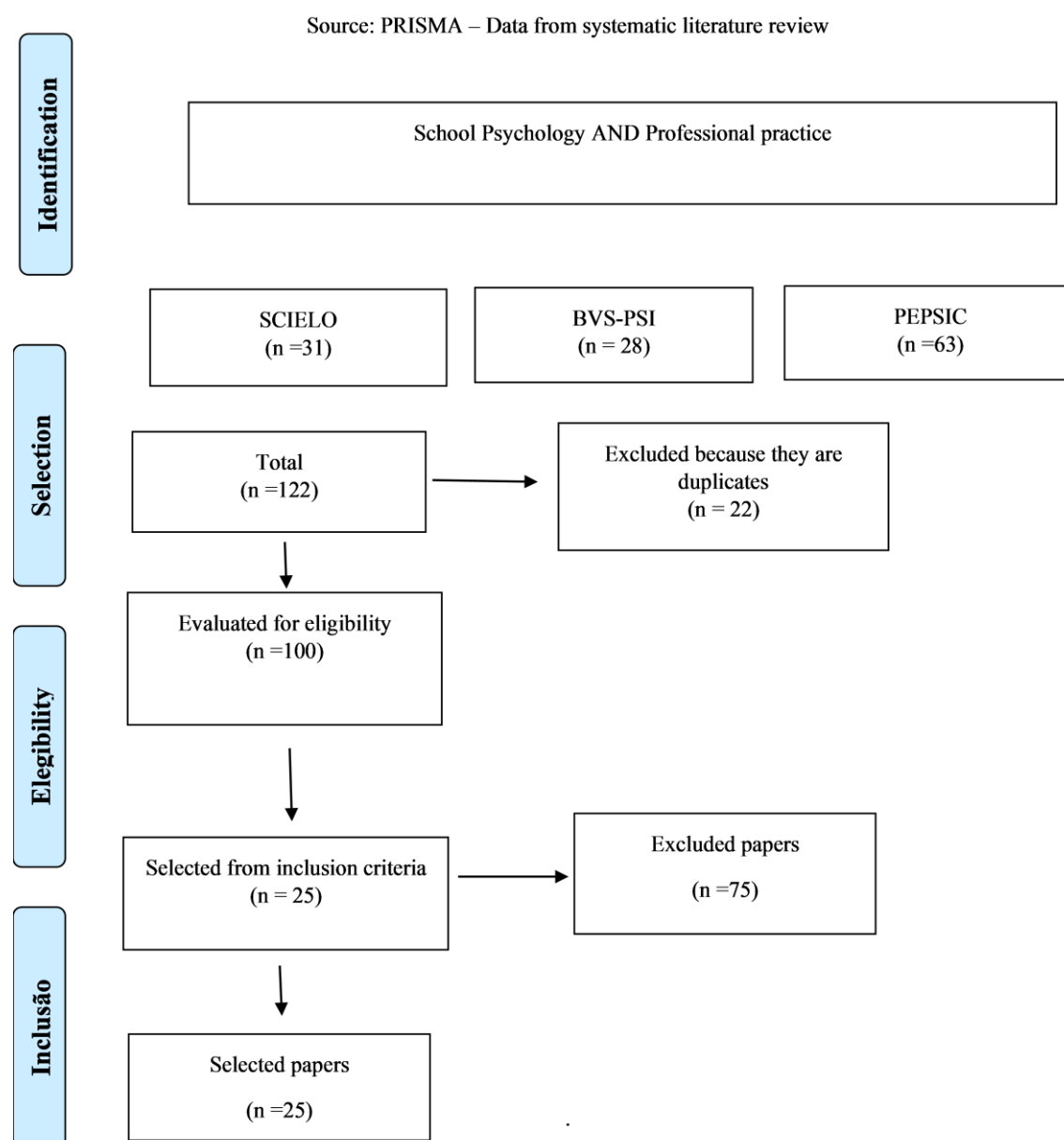
Method

The data that supported the discussion presented in this text was selected through a systematic literature review. For Galvão, Pansani and Harrad (2015, p. 335), it is the "[...] review of a clearly formulated question, which uses systematic and explicit methods to identify, select and critically evaluate relevant research, and collect and analyze data from these studies that are included in the review". Therefore, the systematic review of the literature is based on: a) elaboration of a guiding question; b) delimitation of different research sources for the literature search; c) use of inclusion and exclusion criteria; and d) systematization of contributions from the selected works about the objective of this study.

Following the criteria of the systematic review, we delimited the search for scientific knowledge to three virtual databases, namely: the Scientific Electronic Library Online (SCIELO), Virtual Library in Psychology (BVS-PSI) and Electronic Journals of Psychology (PEPSIC), using the following descriptors: school psychology AND professional practice, with the following selected languages: 'pt' OR 'en' OR 'es', covering the period - 2003 to 2019. We justify the choice of the period, as researchers (Barbosa & Marinho-Araújo, 2010; Guzzo et al., 2010; Guzzo et al., 2011; Souza et al., 2016) have indicated that psychology professionals entered the school field from the 2000s onwards, however, in the literature survey, there was a larger number of publications from the year 2003 onwards.

From the selection of search descriptors and filters, (figure 01), through the PRISMA flowchart, the flow of information according to the different phases of the systematic review.

Figure 01: Flowchart of selection of studies.



In the SCIELO database, we identified 31 works; in the BVS-PSI database, 28 works, and in the PEPSIC database, 63 works, totaling 122 works, however, 22 articles were excluded, because they were duplicated in the SCIELO and PEPSIC databases, resulting in 100 studies.

During the reading of these texts, some inclusion and exclusion criteria were adopted to give eligibility to the research, namely: a) as inclusion criteria: the title and abstract contained actions on the practice of the school psychologist; the professional (researched) work in educational institutions (public schools, private schools, universities, technological institutes, NGOs); texts available online and in full; b) as exclusion criteria: studies that did not contain actions on the practice of school psychologists in the title and abstract; works

that were results of internship intervention in school psychology; works addressing practices of psychologists who do not work in educational institutions.

From the application of the inclusion and exclusion criteria, we selected ten articles from the SCIELO database, six works from BVS-PSI and nine studies from PEPSIC. Through this process, twenty-five articles composed our sample. Of these, 12 were literature reviews and 13 were reports of professional practices. After reading the selected articles in full, we used the content analysis technique of Bardin (2011).

In this sense, the selected studies were organized into two blocks, namely: block A: expectations of the psychologist's performance at school, considering works of a bibliographic nature, and block B: practice of the psychology professional in the school setting, in view of reports of practices described in the identified works.

Results

Block A: expectations of the psychologist's performance at school

Box 1 presents the 12 articles that make up the analysis of block A, corresponding to the expectations of the school psychologist's performance. Considering the criteria that guided this text, an article dealt with the performance of the school psychologist outside the Brazilian territorial extension; it is, the text of Arias Beatón, (2009), which brings data from a survey carried out in Cuba. The other studies were distributed among the following Brazilian regions: South (Andrada, 2005; Dias, Patias & Abaid, 2014); Southeast (Ronchi, Iglesias, & Avellar, 2018; Guzzo et al., 2011; Maluf & Cruces, 2008; Valle, 2003); Central-West (Libâneo & Pulino, 2018; Marinho-Araújo, 2016; Dussi, Marinho-Araújo & Neves, 2005), North (Bezzera, 2014), and Northeast (Dazzini, 2010).

Box 1: Characterization of papers selected to compose block A.

Author(s)	Title	Journal and year of publication	Theoretical framework
Luiza Elena Leite Ribeiro do Valle	Psicologia escolar: um duplo desafio	Revista Psicologia: Ciência e Profissão, 2003	Bioecological Theory of Human Development (Urie Bronfenbrenner)
Edla Grisard Caldeira de Andrada	Novos paradigmas na prática do psicólogo escolar	Revista Psicologia: Reflexão e Crítica, 2005	Historical-cultural psychology (Lev Semyonovich Vygostky)
Miriam Lúcia Herrera Masotti Dusi; Claisy M. Marinho-Araújo; Marisa Maria Brito da Justa Neves	Cultura da paz e psicologia escolar no contexto da instituição educativa	Revista Psicologia Escolar e Educacional, 2005	Historical-cultural psychology (Lev Semyonovich Vygostky; Claisy M. Marinho-Araújo)
Maria Regina Maluf; Alacir Villa Valle Cruces	Psicologia educacional na contemporaneidade	Revista Boletim - Academia Paulista de Psicologia, 2008	Historical-cultural psychology (Claisy M. Marinho-Araújo)
Guillermo Arias Beatón	La psicología educacional y el sistema de educación en Cuba	Revista Psicologia Escolar e Educacional, 2009	Historical-cultural psychology (Lev Semyonovich Vygostky)
Maria Virgínia Machado Dazzani	A psicologia escolar e a educação inclusiva: Uma leitura crítica	Revista Psicologia: Ciência e Profissão, 2010	Historical-cultural psychology (Raquel S. L. Guzzo)

Raquel Souza Lobo Guzzo; Ana Paula Gomes Moreira; Adinete Sousa da Costa Mezzalira	Avaliação psicossocial: desafios para a prática profissional nos contextos educativos	Revista Avaliação Psicológica, 2011	Historical-cultural psychology (Raquel S. L. Guzzo; Lev Semyonovich Vygostky)
Ana Cristina Garcia Dias; Naiana Dapieve Patias; Josiane Lieberknecht Wathier Abaid	Psicologia Escolar e possibilidades na atuação do psicólogo: algumas reflexões	Revista Psicologia Escolar e Educacional, 2014	Historical-cultural psychology (Lev Semyonovich Vygostky; Raquel S. L. Guzzo; Claisy M. Marinho-Araújo)
Edson do Nascimento Bezerra	Plantão psicológico como modalidade de atendimento em Psicologia Escolar: limites e possibilidades	Revista, Estudos e Pesquisas em Psicologia, 2014	Person Centered Approach (Carl Rogers)
Claisy M. Marinho-Araújo	Inovações em Psicologia Escolar: o contexto da educação superior	Revista Estudos de Psicologia, 2016	Historical-cultural psychology (Lev Semyonovich Vygostky; Claisy M. Marinho-Araújo)
Juliana Peterle Ronchi; Alexandra Iglesias; Luziane Zacché Avellar	Interface entre educação e saúde: revisão sobre o psicólogo na escola.	Revista Psicologia Escolar e Educacional, 2018	Historical-cultural psychology (Raquel S. L. Guzzo)
Lígia Carvalho Libâneo; Lúcia Helena Cavasin Zabotto Pulino	A atividade criadora do psicólogo escolar na educação superior	Revista Psicologia Escolar e Educacional, 2018	Historical-cultural psychology (Lev Semyonovich Vygostky)

Source: Data from systematic literature review

Among the regions, the Southeast, above all the state of São Paulo, and the Central-West region, especially the Federal District, had the highest number of published articles, which is in line with data by Guzzo et al. (2011), which aimed to characterize the presence of school psychologists in Brazilian states. These authors point out the two federated states as those with the highest number of school psychologists working in the public-school system.

Among the authors with the highest number of published articles, Marinho-Araújo, authored two articles. There was a preference among authors for the conception of historical-cultural psychology, with Lev Semyonovich Vygostky being the most cited (n=7), the other authors who stand out in this theoretical-methodological perspective are: Raquel S.L. Guzzo; Claisy M. Marinho-Araújo and Maria Helena de Souza Patto, which approaches the perspective of Critical School Psychology. A work adopted the Person-Centered perspective of Carl Rogers, and a work citing the Bioecological theory of Human Development, of Urie Bronfenbrenner.

Regarding the expectations of the performance of the school psychologist indicated in the bibliographical texts, we identified, via content analysis, four categories that represent the expectations in relation to the work of the school psychologist:

a) Institution: it is up to the school psychologist to know the educational context and institutional norms, aiming at proposing preventive and interventional actions (Dias et al., 2014; Andrada, 2005), and their professional practice must influence functional transformations in educational institutions where it operates (Marinho-Araújo, 2016). At an institutional level, it is up to the school psychologist to reflect on the ideological, economic, and political context, on the concrete reality of poverty and injustice (Valle, 2003; Dazzini, 2010), as well as helping to develop a more democratic education (Ronchi et al., 2018).

b) Educational processes: regarding processes that involve teaching and learning, the school psychologist must assume a historicizing and criticizing practice (Guzzo et al., 2011); being aware of the weight of social determinants on learning problems, not choosing a single model of explanation for learning difficulties. Being aware of the historical moment in which we are inserted (Andrada, 2005), the school psychologist will assume the social and cultural commitment with the human being, eliminating the objective and psychologizing mentality in the face of educational processes (Arias Beatón, 2009). But for this to be possible, it is necessary to have theoretical and methodological knowledge of interdisciplinarity and multiprofessionality (Maluf & Cruces, 2008), seeking different collaborators to develop their work, not treating the school complaint as an isolated (Dazzini, 2010).

c) Human heritage of the school: research indicates the importance of the school psychologist acting preventively in a concrete movement of reception and awareness, carrying out psychosocial analyses, influencing relational transformations of all school subjects: students, teachers, managers, principals, pedagogical coordination, other employees, parents, and the entire external community (Valle, 2003; Guzzo et al., 2011; Libâneo & Pulino, 2018). When performing mediation with a view to developing the different subjects of the educational system, promoting dialectical awareness (Marinho-Araújo, 2016), providing their training and that of teachers and school staff; demystifying psychologizing actions, by means of listening and acceptance, aiming at the prevention and promotion of health and subjective well-being (Dusi et al., 2005; Bezzerá, 2014; Dias et al., 2014).

d) Professional conduct: the school psychologist is expected to base him/herself on the contributions of psychological theories about learning in human psychological development (Marinho-Araújo, 2016), to appropriate the theoretical contents of school psychology (Arias Beatón, 2009), assuming as a school professional, as a human resource belonging to the real and subjective framework of this educational institution, viewing school psychology as a dialectical science (Dusi et al., 2005; Maluf & Cruces, 2008). By having clarity of its problematizing and critical role (Bezzerá, 2014), it questions the universality of psychological theories and evaluation techniques (Maluf & Cruces, 2008); performing theoretical-methodological articulations (Dazzini, 2010), having knowledge about child development and psychopedagogical aspects, building their practice focused on dialogue with other areas of knowledge (Valle, 2003), conceiving educational processes throughout life, based on an ethical, critical and creative performance (Valle, 2003; Dias et al., 2014).

Block B: The psychologist's practice at school

Box 2 presents the works selected to compose block B, which report the practice of school psychologists. What do psychologists do at school, why do they do it, how do they do it? Are the expectations of this professional's work being contemplated in practice?

Box 2: Characterization of papers selected to compose block B.

Author(s)	Title	Journal and year of publication	Theoretical framework
Tatiana Vokoy; Regina Lúcia Sucupira Pedroza	Psicologia Escolar em educação infantil: reflexões de uma atuação. Psicologia Escolar e Educacional	Revista Psicologia Escolar e Educacional, 2005	Historical-cultural psychology (Henri Wallon)
Marisa Cosenza Rodrigues; Chiara Zanzoni Itaborahy; Marina Duarte Pereira; Talita Medeiros Costa Gonçalves	Prevenção e promoção de saúde na escola: concepções e práticas de psicólogos escolares	Revista Interinstitucional de Psicologia, 2008	Historical-cultural psychology (Albertina Mitjáns Martínez; Raquel S. L. Guzzo)
Laura Kemp de Mattos; Adriano Henrique Nuernberg	A intervenção do psicólogo em contextos de educação especial na grande Florianópolis	Revista Brasileira de Educação Especial, 2010	Historical-cultural psychology (Marilene Proença Rebello de Souza)
Luciana Dadico; Marilene Proença Rebello de Souza	Atuação do psicólogo em organizações não governamentais na área da Educação	Revista Psicologia: ciência e profissão, 2010	Liberating education (Antonio Gramsci; Paulo Freire)
Iracema Neno Cecilio Tada; Iuna Pereira Sápia; Vanessa Aparecida Alves de Lima	Psicologia Escolar em Rondônia: formação e práticas	Revista Psicologia Escolar e Educacional, 2010	Historical-cultural psychology (Marilene Proença Rebello de Souza)
Cláudia Silva de Souza; Maria José Ribeiro; Silvia Maria Cintra da Silva	A atuação do psicólogo escolar na rede particular de ensino	Revista Psicologia Escolar e Educacional, 2011	Historical-cultural psychology (Lev Semyonovich Vygostky; Marilene Proença Rebello de Souza)
Lucilaide Galdino de Medeiros; Fabíola de Sousa Braz Aquino	Atuação do psicólogo escolar na rede pública de ensino: Concepções e práticas	Revista Psicologia Argumento, 2011	Historical-cultural psychology (Albertina Mitjáns Martínez; Raquel S. L. Guzzo)
Danilly Rafaelly Martins Cruz; Lucivanda Cavalcante Borges	A queixa escolar: Reflexões sobre o atendimento psicológico	Revista Psicologia Argumento, 2013	Critical School Psychology (Maria Helena de Souza Patto)
Juliana Prediger; Rosane Azevedo Neves da Silva	Contribuições à Prática do Psicólogo na Educação Profissional	Revista Psicologia: Ciência e Profissão, 2014	Historical-cultural psychology (Albertina Mitjáns Martínez)
Anabela Almeida Costa e Santos Peretta; Silvia Maria Cintra da Silva; Cláudia Silva de Souza;	O caminho se faz ao caminhar: atuações em Psicologia Escolar	Revista Psicologia Escolar e Educacional, 2014	Critical School Psychology (Maria Helena de Souza Patto; Ana Bock)

Jaqueline Olina de Oliveira; Fabiana Marques Barbosa; Lílian Rodrigues de Sousa; Paula Cristina Medeiros Rezende			
Sofia Abreu Mendes; Isabel Abreu-Lima; Leandro Silva Almeida	Psicólogos escolares em Portugal: perfil e necessidades de formação	Revista Estudos de Psicologia, 2015	Historical-cultural psychology (Claisy M. Marinho-Araújo; Raquel S. L. Guzzo)
Lorena de Almeida Cavalcante; Fabiola de Sousa Braz Aquino	Práticas Favorecedoras ao Contexto Escolar: Discutindo Formação e Atuação de Psicólogos Escolares	Revista Psico-USF, 2019	Psicologia histórico-cultural (Lev Semyonovich Vygostky; Claisy M. Marinho-Araújo)
Adinete Sousa da Costa Mezzalira; Mara Aparecida Lissarassa Weber; Marcia Valeria Reis Beckman; Raquel Souza Lobo Guzzo	O Psicólogo Escolar na Educação Infantil: Uma Proposta de Intervenção Psicossocial	Revista de Psicologia da IMED, 2019	Psicologia histórico-cultural (Adinete Sousa da Costa Mezzalira; Raquel S. L. Guzzo)

Source: Data from systematic literature review

The 13 articles selected to compose this block were studies reporting the daily life of this professional. Only one was not published in a psychology journal (Mattos & Nuernberg, 2010); four were published in journals in the field of school/educational psychology (Cavalcante & Aquino, 2019; Peretta et al., 2014; Souza, Ribeiro, & Silva, 2011; Tada et al., 2010).

Among the reports, we identified a work on the performance of the school psychologist outside the Brazilian territorial extension (Mendes, Abreu-Lima, & Almeida, 2015). It refers to the performance of the school psychologist in Portugal, which showed that challenges faced in that country are close to the Brazilian reality; the authors use the Brazilian theoretical framework. The others are distributed among the following Brazilian regions: South (Prediger & Silva, 2014; Mattos & Nuerberg, 2010; Mezzalira et al., 2019); Southeast (Dadico & Souza, 2010; Rodrigues, Itaborahy, Pereira, & Gonçalves, 2008; Souza et al., 2011; Peretta, Silva, Naves, Nasciutti, & Silva, 2018); Central-West (Cavalcante & Aquino, 2019; Vokoy & Pedroza, 2005); Northeast (Cruz & Borges, 2013; Medeiros & Aquino, 2011) and North (Tada et al., 2010).

About the theoretical-methodological approach with the greatest preference among the research, the historical-cultural psychology stood out, with the main authors: Lev Semyonovich Vygostky; Marilene Proença Rebello de Souza; Claisy M. Marinho-Araújo; Raquel S.L. Guzzo; Albertina Mitjans Martinez. Some works indicate a preference for the perspective of critical school psychology, with emphasis on the authors: Maria Helena de Souza Patto; Ana Bock and, still, we verified the indication of the perspective of the liberating education of Antônio Gramsci and Paulo Freire.

Next, we analyzed data identified in the systematic review that dealt with the practice of the school psychologist. In this block, four categories of analysis emerged, namely:

a) The educational processes: with a view to contributing to the teaching-learning process made possible by the educational processes; the school psychologist is asked to deal with conflict situations, whether between teacher-teacher, teacher-student, student-student and with other employees (Medeiros & Aquino, 2011); also carry out multidisciplinary work with teachers, preparing projects and pedagogical planning that collaborate with the educational processes, relating pedagogical activities with aspects of children's development, verifying the objectives and relevance of planning activities for the development of students (Vokoy & Pedroza, 2005; Mezzalira et al., 2019).

b) The human heritage of the school: it was found that most professionals carry out a brief assessment of the child and refer him or her to medical examinations and consultations, or issue psychological reports. In general, professionals work more directly with students through vocational guidance and psychodiagnostic assessment (Cruz & Borges, 2013; Medeiros & Aquino, 2011). Some texts indicate that the school psychologist works with the school team, teachers and other collaborators with a view to improving emotional health (Mattos & Nuerberg, 2010; Mezzalira et al., 2019).

c) Professional practice: in relation to professional practice, school psychologists deal with complaints from the family or school, carry out an assessment with students, follow an anamnesis script, issue reports and forward them to other professionals when necessary. The practical strategies used with a preventive nature are traditional actions aimed at individual care, such as testing, diagnosis, and referrals. We also verified that the work of the school psychologist is permeated by the ideals of education and psychology, however, a developmental, clinical, and organizational bias stands out (Cruz & Borges, 2013; Medeiros & Aquino, 2011; Dadico & Souza, 2010; Rodrigues et al., 2008).

In a survey conducted by Tada et al. (2010), with the participation of 38 school psychologists, 89% respondents stated that they work clinically, using personality tests and assessment of intellectual level. Research also indicates a lack of definition of the psychologist's role at school, many are hired as technical assistants, researchers, coordinators of specific areas or projects (Vokoy & Pedroza, 2005; Souza et al., 2011).

Furthermore, recent studies (Prediger & Silva, 2014; Peretta et al., 2018; Mezzalira et al., 2019; Cavalcante & Aquino, 2019) point out that school psychologists have realized the need to break with the stereotypes installed in schools regarding their performance, indicate the need to propose new possibilities for intervention, through the creation of new action strategies, seeking to stop the individualizing and pathologizing mode that is still assigned to their performance in educational institutions. We identified reports from professionals willing to find new ways to accommodate school demands, one of them is to privilege institutional intervention work with the school team, considering students and their families, thus, they will be able to problematize the students' labels, demonstrating the possibility of using the reflective practice between school community and psychologist. By acting in this way, their practice can focus on interventions with students, parents, and teachers, through technical-pedagogical and support actions, enhancing and promoting collective development.

d) Professional training: regarding professional training, most school psychologists have basic training: a bachelor's degree in psychology. The theoretical lines cited by professionals, such as those that underlie their practices, do not seem to be articulated with psychology and education. We observed a disarticulation between theory and practice, demonstrating difficulty in delimiting the theoretical focus addressed in the scope of academic training and its transposition to professional practice, although some researched use the socio-historical perspective of Vygotsky and Wallon as a theoretical reference,

others indicate the contributions of psychoanalysis and cognitive-behavioral theory, that is, without specific training in the area, each professional outlines their practice based on their preferred theoretical foundation (Cruz & Borges, 2013; Medeiros & Aquino, 2011; Rodrigues et al., 2008; Vokoy & Pedroza, 2005; Souza et al., 2011).

Such results reveal a theoretical eclecticism, which results in difficulties in appropriating a theoretical current that matches professional practice in the educational context. Such results reveal a theoretical diversity that has been guiding the practice of school psychologists, as well as indicating the need for continuing education via public policies to support these professionals, with specific guidelines for the area (Mendes et al., 2015). Authors who are reference in studies and research in the area of school psychology indicate the need for school psychologists to anchor their practice in theories that enable a critical action that problematizes reality (Dadico & Souza, 2010; Mezzalira et al., 2019).

Discussion

Data from the systematic review allowed to define that school psychology, as a field of action, has evolved through a reflective critical posture, supported by the historical-cultural and historical-critical conception. School psychologists are looking for an identity of what to do, both from the individual point of view and from the collective point of view, that is, on the one hand, we have a small number of professionals who identify with this specialty, and on the other, we have professionals who are articulated as a group of specialists and researchers in the educational area, which allows them to have greater support for scientific production.

According to data found through the systematic literature review, which allowed us to make analyses through a historical trajectory, some elements must be observed by professionals today, among them, the social commitment of these professionals must go beyond the clinical dimension, they must perceive themselves as co-participants of the school and the school team. Therefore, this statement must not mean to defend that the school psychologist should be the professional who has ready answers to all the questions that emerge in the school context, however, we highlight some skills and competences this professional has to develop today: a) problematize the school pre-diagnoses; b) analyze the school and family context of students and other actors who are part of the school; c) organize their work plan; d) consider the psychological, social, political and economic aspects of their surroundings; e) listen, accept and try to understand the feelings expressed in the students' behavior as symptoms; f) help teachers understand their practices; g) create spaces for reflection at school; h) be clear about the theoretical concepts that guide their practice; i) investigate and invest in the teaching-learning process, both for students and teachers; j) be clear about what may happen after issuing a report; h) be aware that their performance is not neutral, as there are economic, political and cultural issues involved in the teaching-learning process; and, i) work in an interdisciplinary and multidisciplinary way, always seeking to defend the rights of individuals with regard to meeting their educational needs, seeking to promote the potential of the subjects.

Final considerations

Bearing in mind the objective of this article, which analyzed, based on a systematic literature review, the expectations assigned to the role of the psychologist at school and the effective practice of this professional, we observed the perspective that they work in order

to intervene and prevent in relation to the school collective; know the educational context and institutional norms, the variables that interfere with the teaching-learning process; base their practice on psychological theories and maintain dialogue with other areas of knowledge.

We understand that psychology professionals need to be clear about their place and role in the school context; expand the links between management, teachers, employees, families; insert themselves as members of a collective and a multidisciplinary team. Being part of a multidisciplinary team is a great challenge, as it demands a set of skills, as they work with different subjects and concepts. In this sense, the Federal Law n° 13.935, enacted on December 11, 2019, reinforces the commitment of universities and their programs to training psychology professionals to work in the school context. We understand that adequate training (involving the theoretical dimension, experiences, and approximations with reality, in the different fields of professional activity) can favor the insertion and referral of problem-questions from the school context, which are linked to several variables, of different natures: human, social, emotional, moral, economic, among others. Without forgetting that good training will favor the construction of links and partnerships with and between teams made up of different professionals.

However, we recognize that the present study has some limitations, mainly because the studies selected to compose our sample use few measures that favor the effective insertion of the school psychologist in the educational context, as well as few elements that collaborate with the understanding of how the performance of the school psychologist takes place in practice. For this reason, we recommend, for future research, advancing in the development and dissemination of studies regarding the practice of psychologists in service, in order to explain the theoretical-methodological bases that guide the work of these professionals, as well as the indication of intervention practices that collaborate with advancing teamwork, demystifying the paradigms linked to individualization and pathologization of this area of knowledge. For this, professionals working in the school context should be encouraged to report their professional experiences.

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