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**EARLY CHILDHOOD  
EDUCATION, WORKING  
WITH ASSISTANTS  
IN THE PANDEMIC  
SCENARIO**

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**Abstract:** This article aims to awaken a reflection on the importance of valuing the work of School Psychology with the auxiliaries, who work in a Child Education Center in the municipality of Campinas, in the scenario of the Covid-19 Pandemic. The intervention comes as a way to create a safe space for sharing experiences and psychological care for the group of assistants, aiming at the integration of professionals in the return of face-to-face activities.

**Keywords:** School Psychology; Child education; Working with Educators; Historical-cultural Psychology; Pandemic.

## INTRODUCTION

As a result of the lack of vacancies in municipal daycare centers in the early 2000s, the Childhood and Youth Court filed a lawsuit against the government in the city of Campinas. It was in these circumstances that the program for non-formal education was a government platform of the then candidate for mayor of the city. Named “Nave Mãe”, it was implemented in 2007 by the Special Assistance Program for Early Childhood Education, PAEEI, which proved to have as its objective the creation of Early Childhood Education Centers, called CEIs. These units of the Municipal Department of Education (SME) are managed by a public-private partnership, in which their administration comes from the intersection between these two administrative sectors, generating a set between them, in which the private sector is willing to join the administration of the public sector, through the total or partial joining of the responsibilities assigned and referring to these institutions (CHICONE, 2016).

The municipality’s Early Childhood Education Curriculum Guidelines were drawn up through two seminars during 2012, to build a pedagogical proposal, with the experiences of RMEC professionals in their daily lives with

babies and young children in the Campinas education network. The preparation of this document is aimed at a negotiated, socially constructed quality education based on the rights, needs, demands, knowledge and potential of babies, young children and adults (MEC, 2013).

The approach used for the development of the activities and analysis of the results was the Historical-Cultural, conception of Marxist base, and therefore, it adopts the dialectical materialism as method. Historical-Cultural Psychology conceives the human being from the dimensions: social, interpersonal and cultural, as opposed to deterministic and mechanistic thoughts. The main theoretician, Lev S. Vigotski (1896 – 1934), addresses the origin and development of the psyche through the historical and social point of view, where the subject is constructed from the relationship established with the other in a dynamic process of interrelationships (VIANA; FRANCISCHINI, 2016).

The three domains of the subject’s development stand out as pillars of this theory, thought, language and emotions, both in a specific and individual way for each one, as well as the interrelation between them. According to Vygotsky, language plays a fundamental role in social relations, being the main system of symbolic representation of all human groups, as a social exchange and as generalizing thought. This refers to the sharing and organization of the real and social world, through linguistic categories, concepts, and meanings within a universe of diverse sociocultural realities (VIANA; FRANCISCHINI, 2016).

The development process is the result of the internalization of external factors and their transformation into internal aspects, based on the subject’s insertion in the world of culture and social relations, thus consolidating the individual’s possibilities

of autonomy. In order to understand this movement of interrelation and constitution of man, the concept of intersubjectivity is used. Intersubjectivity is strongly present in educational spaces, because in this context educators, students and other protagonists live daily with the knowledge produced throughout history, as well as the technological transformations of contemporary times (VIANA; FRANCISCHINI, 2016).

## GOALS

The objective of the intervention was to provide a safe space for sharing experiences and psychological care for the group of assistants at an early childhood education school in the context of the pandemic. The establishment of this objective arose from a demand from the institution's coordination, so that the assistants could have a better integration, since they did not know each other in person.

## METHODOLOGY

The work was carried out with 56 CEI assistants, divided into two groups, according to their availability. The meetings of one group took place on Tuesdays, from 2 pm to 4 pm, while the meetings of the other group took place on Fridays, from 9 am to 11 am; both fortnightly. Each meeting took place through the Meet platform, constituting 14 meetings in total.

The materials and strategies used for the interventions were: Reflection dynamics, short videos, music, conversation circles, experience, a form for raising demands, in addition to a website called Word Clouds for carrying out the integration dynamics, as well as exposition of theoretical concepts and a timeline at the last meeting, with activities carried out throughout the semester. With all these resources, the following themes were worked on: Integration between the

participants, through an activity called "Word Cloud"; Motivation, through the exhibition of a short film and discussion on the subject; Fear and Anxiety with Back to School, through the "Baggage" dynamic and reflection; Emotion, through a gestalt experience called "Roseira" and discussion; Mourning, through the exhibition of a short film and theoretical part, followed by a discussion on the subject.

## RESULTS AND DISCUSSION

With regard to the results, it appears that the objectives were achieved, since during the meetings the participants appropriated a space in which they could share their fears and insecurities, thus obtaining the acceptance of the other participants, creating a safe space exchange. This was evident because the chosen strategies made it possible to integrate and share both individual experiences and feelings and emotions caused by social distancing in the context of the Covid-19 pandemic. This space also enabled an individual development, in which the subject is constituted from his relationships with other individuals according to the process of interrelationships, since Historical Cultural Psychology sees man in the cultural, social and interpersonal dimensions (VIANA ; FRANCISCHINI, 2016).

In this sense, the importance of the work carried out with the assistants is perceived, who are often unmotivated and tired, in addition to having low pay, lack of recognition and professional qualification, generating extreme anguish and anxiety. During the pandemic, other fears emerged, such as going back to face-to-face classes, which could lead to the transmission of Covid-19 to co-workers and/or family members, causing more anxiety and anguish (PATIAS; BLANCO; ABAID, 2009).

The intervention was part of the training project for the professionals. Currently, after vaccination and the decree reopening schools,

the group meets in a unified manner, in person and without the obligation imposed by training. Even though it is not mandatory, the participants showed interest in preserving this space for exchange and acceptance, stating that the meetings make sense, and that they continue to respond to the objectives, since the assistants remain active and present in the process of transformation in these interrelationships.

It is concluded, with this work, that the role of the school psychologist is extremely relevant, especially with the assistants.

Until the emergence of Covid-19, School Psychology directed its work to CIS student groups. After the pandemic, new demands emerged, enabling the expansion of the school psychologist's view, paying attention to the other protagonists of the institution: the assistants. It is understood that this space must be preserved in the context of Early Childhood Education in the coming years, with care to guarantee projects both to meet the demands of the students and the demands of the assistants.

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