

## **Educational Counselor training and action: interdisciplinary perspectives**

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### **Abstract**

*The Educational Counselor is one of the professionals in the school management team. His role is to be the relation mediator in the school. He is the one who enables the creation of spaces for dialogue and listening among those involved in the school community. The objective of the present research is to investigate the formation and performance of the Educational Counselor at an interdisciplinary perspective. Nine educational counselor were interviewed and, in order to analyze the produced data, we have used content analysis. The results have pointed out different conceptions of education brought by the participants. They have stressed the importance of training in psychology, in addition to the experience acquired in daily work, with no consensus regarding the role of the educational counselor to the school staff. It was certified not only the importance of working with families, but also the usage of an adequate language to reach the school community. Regarding the knowledge needed to be an educational counselor, they have indicated: analytical listening, institutional analysis, and human development, skills and abilities that are part of the*

*psychologist's training. New studies should be developed on the work of the educational counselor, as well as a militancy for a public education policy that makes possible the insertion of this indispensable professional in all the schools of the country.*

**Keywords:** Educational Counselor; Educational school psychology; Interdisciplinarity

## **1. Introduction**

The Educational Counselor (EC) - one of the professionals in a school management team - is responsible for mediating relationships within the school (student/student, student/teacher, and family/school). It happens because this professional enables the creation of spaces for dialogue and listening among those involved in the school community. Studying the training and performance of this professional is, therefore, extremely complex, but necessary, since his work is based on an interdisciplinary approach (PASCAL, HONORATO, and ALBUQUERQUE, 2008).

However, this professional, who is essential in the school charts, regularly ends up not existing, and other people who work in the school context often perform his role. The purpose of this text is to analyze the Educational Counselor's training and the performance at an interdisciplinary perspective. Firstly, we have defined the role of this professional in some authors' view. Secondly, we have presented the context of the research, the generated data, and the performed analysis. Finally, some conclusions are made explicit. As a contribution, we have established conceptual and methodological parameters that can contribute to the understanding, formation, and performance of this professional in the school context.

## **2. EC in the school context**

According to Grinspun (2003), the EC should focus on the construction and development of citizenship, subjectivity, and inter-subjectivity through the dialogue of all subjects who are involved in the educational process (students, families, teachers and education guides). In addition, the Educational Counselor is responsible for the students' learning process, through teaching practice questionings (didactic and pedagogical aspects, methodology, relationship with teachers and students, and the role of the school). He will work directly with the student and on his personal training. The EC would have the responsibility to create proposals to increase students' cultural level, making their existence in the school environment more harmonious. Briefly, according to the author, the Educational Counselor would take care of both the student's training and the interpersonal relationships that occur in the daily routine of the school.

School is the micro-society within the macro society so that what occurs outside the walls of the school is reproduced within it. The EC's work involves challenges and insecurities that bring the need for rapid and dynamic intervention and action in different situations. This action could not be the result of experience alone; it should be based on a series of reflections that would enable effective intervention without losing sight of the educator's political character.

The institutional demands of a school, its problems, and contradictions added to the social actors' education conceptions (teachers, counselors, coordinators, and principals) influence the student's education. It is

necessary for the EC's formation to, critically, understand the educational and school phenomena, so that he can analyze the students' socialization processes, and understand how they express their perceptions, feelings, and thoughts. In addition, the understanding of teaching and learning processes, educational policy, and power relations in the educational field are aspects to be considered.

The EC works directly with the students, following their academic and personal development, that is, he acts, often, overcoming didactic-pedagogical issues: his performance is also important in the students' socio-cultural formation. Moreover, it is the EC's job to try to break with the logic of school failure (PATTO, 2000), as even nowadays we find the discourse of education impregnated with expressions such as problem-student, lazy student, unstructured families (CARVALHO, 2011; OLIVEIRA-MENEGOTTO, FONTOURA, 2015).

For Spricigo (2012), in the educational process, guidance is an integral service of school life. It acts, at many times, to promote the development of the student's learning. The EC's action progresses through a specific set of activities, such as: encouraging the student body in the student's learning process; guide him to social and affective themes; assist him in his professional choice. These activities are always carried out with the support or the partnership of several sources, namely: the educational structure, the teachers, the parents and, especially, the students themselves. (SANCHES, 1999).

Thus, EC practice cannot be done by trial and error, nor can it be founded without some theory, since, without solid theoretical foundations, it becomes impossible a knowledge construct that allows understanding of the student's socio-cultural reality and his pedagogical process.

### 3. Methodology and methodological procedures

In order to accomplish the study, we have chosen a qualitative approach, which, according to Minayo (2007), is a method that considers the participants' uniqueness.

We have interviewed nine educational counselor who work in private schools in the city of São Paulo. The following table presents the profile of the interviewees:

Table 1 – Participants' characterization

Participant	Age	Gender	Graduation	Postgraduation	Time of work
P1	49	Female	Pedagogy	Psychopedagogy	10
P2	42	Female	Pedagogy/ Speech Therapy	Education Psychoanalysis	15
P3	51	Female	Pedagogy	Psychopedagogy	7
P4	44	Male	Social Sciences	Educational Management	8
P5	30	Female	Psychology	Art therapy/ Family Constellation	5
P6	44	Female	Psychology	Family and Couples	9

				therapy	
P7	42	Female	Pedagogy	Psychopedagogy / Neuropsychology	16
P8	42	Female	Psychology	Political Psychology	10
P9	57	Female	Psychology	Psychoanalysis	38

The participants' average age is 44.5 years old and the performance average time in the role of an educational supervisor is 13.1 years. The professionals interviewed are graduated in different areas - four in pedagogy, four in psychology and one in social sciences. One subject of this research has two graduations: pedagogy and speech therapy. All participants have post-graduation *sensu lato*. It is noteworthy that none of the subjects has masters and doctoral degrees.

We have informed all of the participants about the nature of the research that guarantees the confidentiality and privacy of the information. They have received the letter of information to the subject and the written informed consent form providing information about the study and the right to withdraw at any time from the research.

The recorded interviews were transcribed and organized. The content analysis technique was used. According to Bardin (2009), the content analysis is a set of investigative techniques that, through an objective description, systematic of the manifest content of communications, is intended to interpret what was said.

## 4. Results and discussion

The interviews were conducted individually, at a time and place previously scheduled by telephone contact with the educational counselor. We have recorded the speeches in a voice recorder and later they were transcribed. After the exhaustive reading of the collected data, we have established the following categories: conceptions of education, training for the practice - professional development, EC's role in the school team, EC's action with families, difficulties, challenges and the knowledge needed to be an EC.

### 4.1 Conceptions of education

Everyone who chooses to work with education, even if he has never thought on the concept of education, brings with him, even intuitively, a conception of education, and it possibly will consolidate his whole way of reading and interpreting the facts within the school universe. In this sense, we have begun the interview with the following question: -What is your conception of Education?

The following transcriptions exemplify the interviewees' conceptions of education:

P2- There are times that I do not even know how to understand correctly, what education is. If it is more about the school, the family, things are very mixed: the school in the role of education and the family aside.

P4- Education that transforms, that changes that breaks the paradigm, that leaves the sameness,

education that acts for the improvement of people's lives.

P5- Path. I understand education as a liberating path, an opportunity. Education can lead you to the development of knowledge, an opportunity for you to extrapolate, to revise concepts.

P6- Education for me, in my opinion, is for you to help the subject to develop socially and acquire skills to be functional in society.

P8- It is the way that culture is transmitted and, as it is being transmitted, it is being modified from one group of people to another.

Even with some possible difficulty in conceptualizing education, the educational counselor of this sampling have brought different conceptions.

Although not defining what education is, the subject P2 has attempted to make connections between school education and family education. Participants P4 and P5 have brought the perception of progressive education, that is, school activity should be centered on discussions of social and political issues and on concrete actions about the immediate reality. The interviewee P6 has pointed out a way of seeing education as a process of social insertion.

In a school-based society, a school is an essential tool in the process of humanization and in the possibility of constructing the subject as a generic and singular human being. Thus, the school accepts an ambiguous role in society, since it can serve both to legitimize social inequalities and not to legitimize them.

According to Brandão (2007), the education acts in the process of building beliefs and ideas, involving exchanges of symbols, goods, and powers that, together, build and reinforce a certain type of society.

Although the work of the educational counselor is solitary, for he can believe that he acts on his own and that he is working for the autonomy of that student subject, he may be building the kind of person that society wants. The society produces people with emotional and social skills, capable of masking their feelings in favor of a supposed empathy, resilience, and false social activism with the idea of changing the society in which they are inserted. However, in fact, it functions as a mechanism capable of hiding it, transforming what is a social construction into a natural one, transforming exceptions as rules, in order to reinforce neoliberal ideology and logic.

Education is present in the imaginary of people and in the ideology of social groups, with the pretension of transforming the world into something better. The question is, better for whom? For the *status quo* maintenance and reifying any form of thought, since, dialectically, radical socialization is the cruelest of all alienations. Possibly one of the only ways that the Educational Counselor has to act is to be aware that he is a part of this gear and that he must act in the clarification of the contradictions, for the emancipation of the students.

Therefore, regardless of the educator's conception of education, the act of orientating involves, as in any other action in the field of education - in the words of Freire (2001), the ethical, political and professional responsibilities of the teacher – giving him the obligation to prepare himself, to search qualification, to

graduate before starting his teaching activity.

According to Costa (2016), for Freire, Education, as a praxis, is an effort that does not ignore the critical socialization of hegemonic culture in order to fill the access gaps to dominant cultural goods, but then it effectively can accomplish this approach, turning its attention to marginalized culture in educational spaces and in society in general, since it affirms to be its recognition indispensable to insert it, as well as the school, in the agenda of democratization of society.

#### ***4.2 Training for practical action: professional development***

This category sought to elucidate what should be the theoretical and training contributions of the educational counselor since this professional is all the time mediating relations between the different actors of the school community: students, teachers, managers, and families. When we have asked, "How do you evaluate your training for your practical action?" participants have responded:

P2- Health-oriented training helps more than pedagogy itself.

P3- Psychopedagogy and learning disorders, I think those helped me a lot.

P5- I think of having my clinical base, which refers to listening practice.

P4- I took life-coaching courses, and I use those instruments a lot in school; they have a nice effect.

P7- I think it was much more theoretical than practical, I think the practice itself was happening on a day-to-day basis at work. Then, within the practices, situations that I was coming across at work, I looked for the theoretical issue, as evidence.

P9- Fundamental, my background, before and above all, is psychology and I understand that it is fundamental to my practice, because the educational supervisor is the mediator of the subject, who is now, a student.

The participants have pointed out the importance of health education, psychopedagogy, learning disorders, and clinical (P2, P3, and P5, respectively). They also indicated training in coaching (P4); the importance of the experience acquired in the daily work (P7) and psychology (P9).

We have verified in the statements of the Educational Counselor the belief in the importance of the priority issues related to health within the school environment, often giving the impression of forgetting that the school is an area of education and not health.

According to Christofari, Freitas and Baptista (2015), behavioral issues, or the so-called deviations of conduct, become pathological symptoms as medical rationality, especially medical-clinical discourse, is present in all fields and expands through different educational practices.

The hegemony of medical discourse within education is reducing human diversity. There are labels and classifications, which insert the phenomenon of medicalization into a network of pathological explanations.

Medicalization is a device that transforms political, social and cultural problems into personal issues to be treated or medicated (MOYSÉS and COLARES, 2010). The individual is isolated from a context to analyze in detail his particularities, making them pathological. It is a way of looking at the other as if he were a simple sum of biological and behavioral characteristics, both taken as a starting point for the definition of the presence of possible pathologies (CHRISTOFARI, FREITAS, and BAPTISTA, 2015).

According to Calado (2014), the medicalization of education transfers to the medical field the collective questions, from social and political issues, reducing them to biological aspects, exempting other instances of power from responsibility, which may result in the individualization and in the blamefulness of children, adolescents as well as their families.

The Educational Counselor should always be attentive to this process of medicalization, for this medical discourse becomes an ideology as it masks the school as an institution that reflects social, economic and cultural inequalities. According to Marcuse (1982), social and ideological aspects are no longer only in the field of ideas but have become the social order itself. Thus, when we discuss the formation of the Educational Counselor, the belief of what in fact, would be essential to form him goes through what seems to be indispensable for solving problems that are medical knowledge.

This medicalization of education is becoming the determining order of education. It is also determined by the means of production that regulate the cultural industry, and fetishize medical knowledge to the detriment of other knowledge, often determining the men's way of being, acting and thinking, which, in this context, the medicalization of education only reproduces in vigor standards already established, within schools as educators.

Within this universe, it is necessary a constant exercise to decipher the conditions and constraints that determine the guide's ways of being. Thus, according to Freire (2001), the activities in the field of education require that preparation, qualification, and training become permanent processes. Training that is based on the critical analysis of its practice.

#### **4.3 Role in school staff**

School management is not just a way to manage the whole school. This means seeking to meet the demands of all sectors that involve those practices, from employees, the physical structure of the school to the relationship of parents and students and the atmosphere with the educational environment (OLIVEIRA and WALDHELM, 2016). In this scenario, it is the responsibility of the educational counselor to help to create a healthy environment inside and outside the classroom so that everyone in the school community can feel welcomed in their needs, being they academic or relational.

According to the interviewees, the role of the Educational Counselor in the school team is:

P1- A helping role.

P3- I'm a kind of putting out the fire, so it's like this

P4- My role is leadership, this is how I was called and summoned to reestablish a leadership role.

P5- Someone who offers a listening space, who seeks to care for the personal characteristics of the professionals who work in school, in their due roles.

P7- In my role I feel that many times I cannot act as an educational counselor. Sometimes I see myself

a lot in the bureaucratic work, doing bureaucratic things that take a lot of my time and not being able to develop, for example, projects.

P9-Educational counselor on the school team will depend on the institution he is in, but I understand that he is someone who can fundamentally mediate the team's relationships for the benefit of the student, the one who is our most interesting subject

We have noticed that there is no consensus among the participants of this sample about the role of the Educational Counselor in the team, as each of them understands their role in a different way, ranging from a professional to "*put out a fire*" (P2) to "*leadership role*" (P4).

The understanding of the Educational Counselor's role in school management is of fundamental importance, since intra-school factors may influence both positively and negatively the students' learning and development (ALVES and FRANCO, 2008; OLIVEIRA and WALDHELM, 2016).

According to Soares (2007), management comprises the tasks related to ensuring the functioning of the school regarding to routine, so that we can use the resources in it to meet the students' learning needs, conciliating those functional administrative issues to the maintenance of a favorable environment turned to the learning process and a collective work shared between and by the whole team.

That Soares' administrative technical vision is increasingly present in schools. Considering that the school is a living organism, an institution that in many parameters resembles a total institution, the manager alone does very little or can do very little. According to Libâneo (2005):

The school manager must be aware that he alone cannot manage all the problems of the school. The way is decentralization, that is, the sharing of responsibilities with students, parents, teachers, and staff. This is what we call democratic management where all the actors involved in the process participate in the decisions. Once taken, we deal with decisions collectively, in a participative way, and so we put them into practice. For this reason, the school must be well coordinated and managed. We do not mean by this that the success of the school resides solely in the person of the manager or in an autocratic administrative structure in which he centralizes all decisions. On the contrary, it is necessary to understand the role of the manager as a cooperative leader, as one who can bring together the aspirations, desires, and expectations of the school community and can articulate the adhesion and participation of all segments of the school in the management in a common project. "The director cannot focus solely on administrative matters. As a leader, it is up to him to have an overall vision and an action that apprehends the school in its pedagogical, administrative, financial and cultural aspects" (p.332).

As the Educational Counselor is a member of the management (he is a mediator between the different actors of the school community), he should promote spaces for collective work. Thus, work within the universe of education is completely different from the nature of work in general and the production of its products. It is important to emphasize that any collective work is not simple, since dealing with different subjectivities and life histories require much more than the practice of management: it is an exercise of listening and being himself in other's pair of shoes.



#### **4.4 The action of counselor with families**

The relationship between school and family is not always a calm relationship. According to Filho (2000), the discussions about this relationship have worried researchers and/or managers of systems and units of education almost all over the world. Still according to the author, this fact is evidenced, on the one hand, by a large number of researches and specialized journals on the subject, and, on the other hand, by the concern manifested in the most diverse forums (from school meetings to national and international forums) by professionals responsible for managing simple school units or complex national education systems.

According to Filho (2000), in one way or another, omnipresent or discreet, pleasant or threatening, the school is part of the daily life of each family. As the author continues, the form and the intensity of the relations between schools and families vary enormously, being related to completely different factors (structure and families' tradition of schooling, social class, urban or rural environment, number of children, parents' occupation, etc.).

P1- It's a very frank relationship, fair and square... I do not treat families differently for any reason, and for me, they are partners of the school in our job.

P2- It has to be a relationship of trust and exchange.

P5- You have to go through the confidence and also your courage to signal aspects that you understand as important in that student, son of that family, that father, and that mother, and helping the families to endure the wait and the frustration and return to their positions of father and mother.

P8- It is to build a bond and they trust me, trust that student, that child so normally protected to a person they have just met.

P9- Very difficult, mainly depending on which institution you are providing service.

According to the Educational Counselor's perception, families should be partners in the orientation work, establishing a relationship of trust and of exchange that is built through a bond. It is important, however, to emphasize that all this happens through the institution in which the advisor provides his service, and the institution can facilitate or make difficult the bonds with the family.

According to Filho (2000), the participation of the family in the process of children's schooling has been increasingly considered in the children and adolescents' discussions of school trajectories. According to Almeida and Betini (2015), a crucial topic in the relationship between family and school is the difficulty of communication, as often a clear dialogue cannot be established regarding the student's orientation. Still, according to the authors, the dialogue between family and school takes place in the line of counseling, in which the school gives to the family a set of guidelines so that families can help to improve their children's performance.

Being the Educational Counselor the professional that will have contact with the families, it would be up to him to have the perception that for a dialogue to exist it would be necessary a bond, which is always a path to be built in the relationship.

The school institution could establish alternative forms of contact with families, other than just the meetings at the end of each quarter or two-month period, and build a new link involving the two realities common to the child and the adolescent, i.e. his family and school.

#### **4.5 Difficulties and Challenges**

Each Educational Counselor carries his history and his way of seeing the world, so each one subjectivity understands the difficulties and challenges of his practice differently. When we asked about the difficulties and challenges faced in the day-to-day work, they said:

P1- I think it is reaching all the students in the way we want to.

P3- The biggest challenge is families, you work with different families with different instructions in the same environment, so I think this is a big challenge, and deal with teachers. Where you have a student who needs a different look, you are there counting. However, many do not accept.

P5- Some questions of ideological order, the time in which things happen, the need for quick answers to things that require more time for thinking and deepening, I think that the immediacy of life and of the world is a great challenge for the advisor.

P8- The difficulties are, precisely, work with very different visions about the children's day-to-day.

P9- It's the human, the too human who jumps on the scene all the time without realizing it. The greatest challenge is the vanities that each one has within the institution and the relations of the practice of education.

The supervisors of this sampling presented the issue of communication as a challenge and a difficulty in the daily work since it should be direct and effective, with clear and adequate language to reach everybody in the school community - students, families, teachers.

According to Lane (2008), language, as a product of a collectivity, reproduces through the meaning of words articulated in sentences, true or false knowledge, and values associated with social practices. Language, then, produces a worldview; language is not neutral, nor is the school.

According to Freire (1992), the dialogue among the members of the school does not make them equal but marks a democratic position among them. Thus, the ethical duty of the educational counselor as the subject of an educational practice, which is not neutral (it is impossible to be neutral ...), is to show respect for differences of ideas and positions, even opposing positions.

That dialogue in the school, according to Freire (1992), cannot interfere with the students' creative, formative and investigative capacity, otherwise, the often-necessary directivity of the Educational Counselor, becomes authoritarian, which can happen when he wants to impose his beliefs.

#### **4.6 To be an Educational Counselor**

This sampling has a very heterogeneous categorization, presenting professional bachelors in pedagogy, psychology and a social scientist. The different courses provide very different visions of the man and of the world to their graduates, which will directly influence the way in which they will carry out their work. However, even with different formations, those professionals have brought elements that they consider important for this orientation, as they are part of the psychologist's training: analytical listening, institutional analysis, and human development. The interviewees stated:

P2- The main thing is to listen to the families and the students' history.

P3- Studying constantly is fundamental, every day a new thing comes up and you have to know about

it, you have to know what is happening, a lot of repertoires because they bring a lot of demand that you, at least, have to understand.

P5 - The counselor should go through a training area such as psychology so that he has a better condition of understanding the processes of his work with adolescents, with children and their families. Always working on a political and reflexive analysis about these processes, not taking from a closer look at the world in which we live, our reality, the contextualization.

P6- It is you who makes it possible to do the parent-student-school tripod; doing, I think, a good bond, which is what most guarantees a good job as a mentor.

P7- The fact of knowing the students' development as people, then cognitive psychological development

P8 - Analytical listening. I think it's fundamental that we can actually hear what people are saying, ask the right questions, understand that person's position. Of course, we will have our stories and conceptions, but we try to, actually, understand the essence of what is being said. Analytical ability is to take all these elements and get to understand how they relate and focus: that is actually, to establish what will be your performance at that moment. Even if you review it, you have to be reviewing it all the time.

P9 - Educator has to know about human development. Thus, I would work on Piaget in principle, and then, using Piaget's own final testimony, saying that psychology has to come in, and psychology that contemplates the social, the being inserted.

In the face of what participants have emphasized - analytical listening, institutional analysis (tripod parents-students-school /P6) and human development - we can conclude that they pointed out skills and abilities that the psychologist acquires in his education, and perceives the socio-historical nature of man.

They understand the performance of the Educational Counselor as a mediator of different contexts, situations, and conflicts within the school universe, and it is up to him to know the individual in his relationship, both in what is specific to him or in what is a group and social manifestation (LANE, 2008).

From this perspective, the Educational Counselor has the possibility to perceive with more clarity the dynamics of the school complaint to act in it. School complaints include not only learning difficulties but also all the facts of the school dynamics that become a lament in the teachers' talk of direction, supervision, and orientation, such as indiscipline, aggression, sexuality, among others. (SOUZA, 2005; MACHADO, 2000, LABADESSA and LIMA, 2017). In addition, he is able to establish new strategies to deal with school complaints and other problems of the complexity in daily education.

## 5. Final considerations

Briefly, the generated and analyzed data have indicated that:

- Even with some possible difficulty in conceptualizing education, Educational Counselor of the sample have brought different conceptions of education. Some, with perceptions aligned with a progressive education proposal, others with a more conservative perspective.
- The participants pointed out the importance of training focused on health, on psychopedagogy, on learning disorders, from a clinical perspective.

- It is noticed that among the participants of the sampling there is no consensus about the Educational Counselor's role in the team, each one defining his role in a certain way, ranging from a professional to "put out a fire" to one to exercise "the leadership role".
- Most of them have stressed the importance of working with families. They should be partners in the work of orientation establishing a relationship of trust and exchange built through a bond. It is important to emphasize that all of this happens through the institution in which the Educational Counselor provides his service since the school can facilitate or make the bonds with the family more difficult.
- A common point of challenges and difficulties among participants is the issue of communication with adequate language to reach students, families, and teachers.
- On the knowledge needed to be an Educational Counselor, the participants have pointed out: analytical listening, institutional analysis (tripod parents-students-school) and human development as skills and abilities that the psychologist acquires in his formation, thus understanding the social and historical nature of man.

Therefore, the Educational Counselor, although part of the school management, often works alone, having little space for the exchange of experiences.

We bet on the idea of collective construction of knowledge. It is necessary to form interdisciplinary networks among the school community and the Educational Counselor, so that a combined action exchange of knowledge may truly take place.

However, Educational Counselor, no matter how well-intentioned they might be, are heavily involved in day-to-day work, making dialogue unfeasible and, thus, the exchanging experiences, too. According to Benjamin (1987), a faculty that seemed alienable, that is, of exchanging experiences, seems to have been withdrawn from us.

Educational Counselor occurs in relationships between people and, those relationships can consist of a practical indication, a tip, and a theoretical construct, that is, someone gives, offers advice to his listener. According to Benjamin (1987), giving advice is something, in the author's words, out of fashion, because the immediacy of experience no longer exists. Thus, we have lost the ability to give advice to ourselves and to others.

"The advice interwoven in the matter of lived life is wisdom" (BENJAMIN, 1987, p.59). Thus, the loss of the capacity to narrate makes it almost impossible to think and the only possible faculty becomes that of obeying, because according to Matos (2006), it is observed that the technical rationality dissociating means and ends and, consequently, a fetishistic worship of the technique itself, as something superior to man and not as something produced by man, which often leads to the difficulty or impossibility of listening to the other, since information, as well as technique, must be quick and objective.

This difficulty of listening to the other can be understood by the fact that, according to BENJAMIN (1987), people do not communicate anymore through the narrative of a situation, i.e., contextualizing the fact that has occurred; they just pass on information. If before the possibility of listening to the other narrating something was attractive, what attracts now is the information, because there is no need for a socio-historical cultural context. The information informs pleonastically, giving the impression that in itself and

by itself carries all that is sufficient for the other to know. The information "puts the requirement for ready verifiability. What takes precedence in it is the fact that it is intelligible by itself"(BENJAMIN, 1987, p.61).

The fact that it is intelligible by itself guarantees a fetishistic character to the information, the same of the goods since the information is embedded of a magical character, which is assumed when the social history of the production of this information is omitted. We lose every single ability to exchange experience, which is so necessary and fundamental to any human activity. It is even more needed inside the school.

Due to the complexity of the formation and performance of the Educational Counselor, this professional should have as the main point of his activity, the emancipation of the subjects that are students, so that they can perceive and act on the social contradictions and not simply acquire the so-called socioemotional abilities. In this sense, the action of the Educational Counselor is a political act that would enable a conscious reflection of the social contradictions that should reach not only the students but also all of the school community. Thus educational guidance should direct its efforts to elucidate contradictions and resistance "by showing pupils the falsities" present in a culturally constructed life and "awakening the awareness of how much men are permanently deceived" (ADORNO 1995, p.181-183).

It is necessary to continue exploring and deepening other aspects of the formation and practice of the Educational Counselor, always with the ultimate goal of providing the emancipation and enlightenment of students and of all those in the school community who have their relationships within the school mediated by this professional. New studies must be developed on this important work in education, as well as the militancy by a public policy that allows the insertion of this professional in the public network of cities and states, so that the maximum number of students, the families and everyone in the school community have contact with him.

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