Introduction
The discussions revealed here originate from an analysis of the systematized practices of educational psychologists and an examination of the theoretical perspective of the Network of Meanings. The purpose is to raise questions regarding educational psychologists’ objectives in schools, highlighting the possibilities and contributions for pedagogical matters, with a focus on human development rather than health services. We point out important considerations regarding the theoretical perspective of the Network of Meanings within the practice of educational psychologists in school space, calling for the attention to the innovations on education training of educational psychologists that are required.

Methodology
This study is the result of a particular reflective process by a group of five educational psychologists about their own practices in the school space in 2013. The reflective process occurred due to the demand for a reorganization of the activities and the work’s methodology in the educational psychology department of that unit. Taking into consideration the group’s reflective task at hand, the procedures followed the following steps: (1) Categorizing the data based on the demands that were identified in the professionals’ work; (2) Analysis of the categories under different theoretical perspectives; and (3) Elaboration of a methodology that could systematize and help to prioritize the demands and, therefore, the actions of the professionals. During the categorization, simple and standard content analysis was applied. Each of the demands were described and gathered in categories according to whom they referred (student, parents, teachers or the school’s manager).

Results
It was found that educational psychologists that work as school’s staff members are required to act in four main areas: (1) Actions that require interacting directly with the children: evaluation of cognitive abilities; interventions due to indiscipline; interventions due to health and psychological issues; collective interventions (2) Actions that require interacting with the teachers: assistance with elaborating pedagogical planning; orientations to elaborate; care of teacher’s personal matters (providing guidance for further treatments); (3) Actions that require interacting with parents: feedback on the children’s development; attention to family problems; mediating matters between family and teachers and school management; and (4) Actions that require interacting with the management of the school: assistance with continuous training for teachers; organization and coordination of school inclusive policies; and assistance with pedagogical organization in other school departments.

When confrontation with the Network of Meanings we see that it contributes to the definition of some investigative ways, the object and the instrument in which this practice can be structured and realized. Highlights the role of the psychologist is acknowledged as offering a regular critical discussion within the school, in an attempt to prevent discriminatory processes and contribute to a democratic, lay and quality school.

Conclusion
Bringing the Network of Meanings into the discussion, it is possible to see that the way to deliver the work is perhaps by accepting its complexity and dealing with its multiple elements. The Network of Meanings not only justifies the paradigm of incorporation, but also shows through the methodology in which it was constructed, how it might be possible to structure a professional action in educational psychology. It is understood that the basic objective of the school/educational psychologist in an elementary education institution is to understand the dynamics of institutional functioning and enable situations that contribute to individuals’ processes of development. For this, the professional must participate in this process, and help in the construction of individuals’ identities, while offering space for personal and institutional transformation.

Main reference