



Plak Plik! Program of Psychosocial Development in the Context of Formal Education as a Tool for School Teachers and Family, in Building the Learner and School Success.

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Abstract

Our research focuses on investigating the schools of childhood today, which competes allow children to play an active role in shaping their own development and learning. It is necessary to think the school from educational projects that enable people to cope with the adversities of the postmodern world. Teachers and families constantly reinvent themselves to meet the demands of school, to the group of children and the constant changes of the world and of themselves. Our work entitled "Plik Plak," is an example of what is possible in school, is a study program, group, conducted by psychologists and teachers, with children from kindergarten to first cycle and aims to promote a conscious psychosocial development from interactions with peers and awareness of their different social roles, becoming socially and emotionally competent children. This work becomes the teacher and support to families in the education and construction paper Subject learner and social, in view of the reality of Portuguese and Brazilian Education, the school applies where the "PlikPlak" and the need for school Childhood take a pro-active management in relation to education for citizenship and to live in society. After all we can only live in social context, if we respect our individuality and boundaries, but also our differences and similarities. This study of psychosocial development becomes an asset and teacher support close ties between family, school and child as promotes the meeting and reflections about the needs and realities of postmodern childhood. Additionally, it assists in the early construction of the learner, increasing the educational attainment of children in general, by allowing a self-knowledge and construction of the Agent from the recognition of self and other. This research is qualitative, using the methodology of action research in a case study, using multiple tools for collecting and participant observation. Additionally, it assists in the early construction of the learner, increasing the educational attainment of children in general, by allowing a self-knowledge and construction of the Agent from the recognition of self and other. This research is qualitative, using the methodology of action research in a case study, using multiple tools for collecting and participant observation.

1. Introduction

This work is the result of an empirical research conducted ten years ago in schools of Brazil and Portugal, in order to develop even stronger integration between families, schools and the learning process of children.

It starts from the premise that, based on the time features in which we live (facilitated communication, heterogeneity, multiculturalism) and families structured emotionally from other paradigms (not the bourgeois Christian), is up to the school to reinforce its role and strength in the society, in order to become a place that contributes to the development of necessary community values. Thus, we can learn how to deal with the unknown, the unexpected and the unlikely of life.

Below, we will briefly discuss the contemporary society, as well as the education scenario in this millennium and, the specifics of family and school partnership and, some features of a psychosocial intervention project, called Plik Plak. This project is the object of a field research developed in a school in Porto, Portugal.

2. The society we live in

Live in the society is a task that has increasingly becoming complex over the years as we discover different ways of thinking, doing and being in the world. Living in a democratic manner, by respecting the differences and promoting a learning environment sensitive to this problem, has been also quite difficult for schools and



families in post-modern time. "We can only live together with our differences if we recognize each other as subjects" [9].

Nevertheless, this task requires critical thinking that involves the proper recognition as an individual subject, but also and mainly, the ability to look at each other and recognize in others the differences and similarities and learn to respect them; as well as to recognize the condition that both are subject, and we live and share the same social space. This task divided between family and school because the more kids live in an egocentric reality is harder to learn to respect and recognize each other.

In times of globalization and multiculturalism, we see and live in an increasingly interconnected and fast-moving world. To be able to differentiate ourselves to become single subject is increasingly difficult, because we are becoming more exposed and watched, either by security reasons, or by the need/requirement of communication and social exposure.

The easy access of communication that we have today, decreases the distance among people and, therefore, unify the cultures in a sense. The fashion, the music tastes, the way to manage time and space around us are increasingly globalized.

Transit throughout the world and its history, as well as people's history, are becoming easier, either by virtual means through social networks, either by royal road through the access of transportation and travel opportunities. " ... The people are on the move they never before "[8] (p.3).

Face of the contemporary features, it is extremely important to reorganize ourselves as subjects before this globalized society, in which the power belong to those who have the market and the economy in their hands. Also, where the sense of social belonging extends itself from life experiences.

Therefore, to strengthen the construction of a conscious subject of his freedom of choice, awareness of his learning processes, his overall social being, we can "reject the absolute power of the market and the dictatorship of communities" [9] (p. 386).

To make this possible we have to create conditions so that children and youth construct themselves as subjects who think, question, recognize themselves, as well as recognize, respect and cooperate with each other (with the world around them). Therefore, we reinforce the practice of education no longer geared to inform simply, but one that makes a difference and has a true meaning in and for people's lives [3].

3. Challenges of contemporary school

In this post-modern setting the truths are relativized and "every point of view is a point of view " [1] (p.2). Therefore, the education systems are also undergoing changes, in order to promote better ways to educate children and young outset to manage and organize time and space in school.

"You cannot ask the educational systems that form stable manpower for industrial jobs. It is, rather, to train people for innovation able to evolve to adapt to a rapidly changing world and able to master these transformations." [6] (p.72).

The UNESCO Commission chaired by Jacques Delors, has organized and structured education in four "pillars": learning to be, learning to live together / live together, learning to do and, learning to know.

The school is undoubtedly a suitable space to act in an educational, preventive and comprehensive way. There is no other social and educational space that substitutes the school role. Therefore, it is up to the school to promote a place that allows the construction of tools so we can live together, learn to deal with the unknown, unexpected and unlikely, and with remarkable features of this era.

The education is then a space of appreciation of the student as "a producer of meanings, which implies that this, when you learn, you can become as a person, and concomitantly, to appropriate the cultural heritage that allows you to assign meanings senses and the world around you." [5] (p.19).

To do so, the school must value the human being and be plural because it is embedded in a specific cultural context, with its own language, history and social responsibility. This is what makes the school a place of learning and comprehending. However, the school needs to stop being in the service of the society and must be conceived as a space to service the subject.

Bransford, Brown and Cocking [2] emphasize the need for a metacognitive approach to teaching and learning process, in order to increase the transfer of knowledge, help students to learn about themselves and their cognitive processes. From the moment I step to meet my learning processes, I can monitor and regulate my own understanding of the thematic knowledge of school and life.



The school, therefore, must value communication and give importance to oral, written and expressive communication skills, regarding the realization and understanding of each other, as well as the interpretation and comprehension of oral and written speeches.

"Transfer from school to everyday environments is the ultimate purpose of school learning. An analysis of everyday environments provides an opportunity to reconsider school practices in order to align them with the requirements of such environments. But it is important to avoid the instruction that relies too heavily on context. Help learners to choose, adapt and invent tools for solving problems is a way to facilitate the transfer and at the same time, stimulate flexibility." [2] (p.111).

With this, the school becomes a place to learn how find other values, other worlds and other people. It is in school that the child sees in society for the first time, and it is this institution that strengthens the child's sense of belonging to a place and a culture.

The child is then understood as:

"Someone who is part of society, establishing social relationships, interacting with their peers and other members of their sociocultural context, a way of thinking itself. Thus, childhood is seen as a generational time, a time of meaning, event and experience the child has its particularities in relation to those times and their contexts" [7] (p.85).

Thus, if we want to understand the relationship between children with knowledge and learning process, we must consider the environment in which they live, their social position and the fact that, the child represents his family and the place he lives, but that child is still unique in his possibilities [4]. Therefore, the closer the family is to the school, the more sharing exists, there may be more possibilities of understanding and support in the construction of the Subject.

The contemporary school needs to be a democratic space, which mission is to recognize the differences of each student and provide equal opportunity for growth and learning for all.

With this, we have a school that thinks his actors broadly and globally, includes the construction of the Subject apprentice, from an area of intercultural communication and fundamentally democratic that respects the similarities and differences of each subject. The school of this millennium attracts and motivates his stakeholders, contributing to the overall development of each, in relation to information and syllabus for each subject or area of knowledge. Moreover, a school that also think that the individual from your body, intelligence, sensitivity, desire, creativity, responsibility, spirituality, among other features.

In this sense, we must emphasize the important task of the school and families as partners in education and training institutions of the post- modern subjects.

4. The School and Family relationship

In these writers professional practice, in educational contexts, it was noticed many stressed families and schools. Also, that people feel most of the time pressured by their work and, the necessity to have things and, the indices and classification rankings and, the rush of modern life and their own hopes and dreams. Generally speaking, all people in their different social roles, seek to adapt to their reality and, to understand and teach children and youth, who are the result of this time.

Having this clear and how the child is susceptible to the other's gaze, we understand how relevant is the role of the family as family and, the role of the school as school, so the child is capable to develop his role as a student of the subject apprentice.

In the consumer society, where the physical absence often becomes material presence (gifts, clothes, goodies, etc.) the families often seek to give everything to their children, so they do not feel the lack "of anything". As a consequence of this consumer system, the school is often the mediator of the child's relationship with his family and his learning process.

The school should be able to understand each child as a singular individual, inside his groups that organize him, such as family, friends, school community and others. That is another reason why the school should be a sharing place, open and democratic so this institution and families can share information, cooperate with each other and contribute to the development of a community spirit of each child, starting from awareness and respect of individuals' similarities and differences.



However, for this to be possible, the school should remain with "open doors" for the family, as well as promote moments of sharing, conviviality and reflections in a group or individually, according to the needs of each child and his family.

5. An alternative school: Plik Plak!

Within this perspective and from the awareness of the school roles in this millennium, as well as the necessity to tighten the relationship with families, this project arises from psychosocial intervention called "Plik Plak: another look that helps you organize!", which seeks to change the existing reality and these relationships.

Through storybooks, games, dances, songs, skits, experience of values, discussion of limits and many others, "Plik Plak" seeks to promote a conscious psychosocial development of children, through the mutuality between learner and essential aspects of the group in which he belongs.

The project activities are weekly, during lecture time for children between the age of 2-8 years old, of the participating school, becoming an asset to families and teachers and a daily source support for the children. Hence this project promotes an educational environment more open to the contemporary society's problems, as well as contributes to the school success as a consequence of an acquisition of autonomy, resilience, awareness of different social roles and ways of doing, feeling, living in this world.

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