

## **Abstract**

This thesis focuses on the position of the social pedagogue in the educational environment in the Czech Republic, with the aim of clarifying his/her professional role and legislative anchorage in comparison with European countries. The research focuses on defining models of the social pedagogue, with the main question being: What are the models of the social pedagogue in the Czech Republic and abroad? In order to achieve the set objectives, a survey was conducted through semi-structured interviews with 50 respondents who are or have been working in the profession of social pedagogue. The respondents were selected from different regions of the Czech Republic to capture different experiences and perspectives on the practice of the profession. The results show that the majority of respondents are fulfilling duties appropriate to their role and are being used effectively as social educators. However, a key issue remains the lack of clarity in legislation, specifically the Teaching Personnel Act. This legislative uncertainties make it difficult for school management to understand and define the role of social pedagogues. In comparison with selected neighbouring countries such as Germany, Poland or Slovakia, it appears that the Czech Republic is lagging behind, as many of these countries have already implemented clearly defined legislative frameworks for the status of social pedagogues. For this reason, there is a clear definition of the job description and therefore a misuse of social pedagogues in schools. This work contributes to the discussion on the need to improve and update the legislation that would enable the effective use and development of this important profession in Czech education.

## **Keywords**

Social pedagogue, social work, law on pedagogical workers, social environment, education.