

## **Abstract (in English)**

The diploma thesis deals with the role of the social pedagogue in primary schools and the view of the cooperating actors on its desirability, necessity and effectiveness in the work with pupils, families and social services.

In this context, the thesis presents the pedagogue as a professional who supports the creation of appropriate, safe and satisfactory conditions for all pupils in the school environment, without distinction. As a part of his depistige activities, the social pedagogue seeks out and then supports disadvantaged pupils or pupils displaying pathological and risky behaviour in order to achieve the conditions necessary for them to change their behaviour.

In the theoretical part of the thesis, the legislative and theoretical anchoring of the role of the social pedagogue is presented. The essential part of the thesis is also providing a closer look at the lack of methodological guidance of this position, which despite its undeniable effectiveness has no legal support, which is also related to funding.

Further, cooperating acteurs are listed, as well as the reasons for their mutual cooperation. Attention is also paid to the conditions, the fulfillment of which in the school education context supports the effectiveness of the work of a social pedagogue. In addition, exemplary situations where the pedagogue can participate are presented, which clearly explains the meaningfulness of the position of the social pedagogue in the school.

The conclusion of the thesis is devoted to an empirical investigation focused on the attitudes of the respondents on the importance of this role, its effectiveness and the reasons why the greater utilization of this position at elementary schools would be beneficial.