

Introduction

This year, Czech pedagogy marked an important anniversary that was not accompanied by loud celebrations, but rather a subtle reminder. It has been 140 years since Gustav Adolf Lindner was appointed the first Czech professor of pedagogy at the Faculty of Arts of the then Czech Charles-Ferdinand University. We would also like to commemorate the personality and work of G. A. Lindner in this issue of our journal, as its title is a modified version of Lindner's Paedagogia and thus refers not only to the tradition of Czech pedagogy but also to its future.

Where is contemporary Czech pedagogy heading, what topics are being addressed and what issues require the attention of the professional public? The answer is not simple, nor is it possible to give an unambiguous answer. It is not only a differentiation at the level of the discipline itself, but also a reaction to current events in society, which is still struggling with the consequences of the covid-19 pandemic. New, topical issues have emerged that will be addressed in the perspective of several years.

In addition to the entry of pedagogical disciplines into the issues of digitalization and artificial intelligence, the current concern is also the establishment of non-teaching pedagogies in school multidisciplinary teams. Specifically, this concerns the profession of social pedagogue and its position in the school counselling centre. It is curious that although the aforementioned Gustav Adolf Lindner already in the 19th century fully understood the nature of the work of both teacher and educator and today's social pedagogy as a discipline builds on the theoretical foundations that Lindner laid for the discipline. Yet the current reality in the field of legislation is quite different, as the social pedagogue does not yet exist among the professions mentioned in the law. It is strange that at a time when schools are increasingly confronted with risky behaviour of pupils and other educational and performance problems, or with complicated communication with pupils' parents, social pedagogue is not yet considered a full-fledged profession.

For the next year, we should therefore wish that the complicated situation in our education system will be successfully resolved and the situation will start to turn for

the better not only in the field of school education, but also in the field of out-of-school pedagogy.

At the end of this edition, we would like to thank all authors, reviewers and readers for their long-term support of our journal.

On behalf of the editorial board

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