

ABSTRACT

The thesis focuses on the issue of cooperation between schools and families at the beginning of children's school attendance. The theoretical part examines the key aspects of this cooperation. The analysis includes the role of the teacher and his required competencies in the 21st century according to various publications dealing with this topic, the role of the family and the typology of family structures according to different characteristics influencing children's education, and also the child's readiness to enter school and the perception of this step as significant milestone in his life. Further, various forms of cooperation are presented, as well as programs and institutions that can support this cooperation. These include the Ministry of Education, Youth and Sports, the Czech School Inspectorate and programs *Začít spolu*, *Rodiče vítání a Člověk v tísni*. The practical part of the thesis presents the results of a qualitative research conducted at two selected schools. Through interviews with principals, teachers and parents, the thesis examines their experiences with different forms of cooperation, their perception of the effectiveness and benefits of these methods. The results of the analysis indicate the positive benefits of the selected methods, but also identify shortcomings and challenges faced by current school cooperation practice. Based on these findings, recommendations for future improvement of this cooperation are formulated in the conclusion of the thesis. The thesis contributes to a deeper understanding of the issue of cooperation between schools and families and serves as an inspiration for further research and development of pedagogical practice in the field of school education.

KEYWORDS

School, teacher, family, cooperation, communication, child at the beginning of school attendance

