ABSTRACT

This thesis deals with diagnosing school readiness at enrollment for compulsory school attendance. The paper defines the terms of school readiness, school maturity, enrollment for compulsory school attendance, school attendance postponement and acceptance of the child younger than six years. Another part describes the enrolment process for compulsory education in primary schools in Českobudějovicko. Three goals have been set: how teachers of selected primary schools in Českobudějovicko diagnose school readiness during enrollment for compulsory school attendance, what is their experience with school start postponement and early school starts (before 6 years), and to see if elementary schools cooperate with kindergartens in enrollment for compulsory school attendance. To achieve the goals was used qualitative research, an interrogation method, semi-structured interview technique. Through interviews with selected teachers coming from nine primary schools these objectives have been met. Elementary schools use different methods for diagnosing school maturity, but in most cases they diagnose the child in the fields recommended by literature. They also cooperate with kindergartens in the enrolment process. Experience of their teachers with an additional postponement in enrolment, or with early enrolment is rare.