

Abstract

This thesis is centered on the subject of the form of cooperation between the kindergarten, the primary school and the family to prepare the children and their families for the least problematic transition into primary level education. The theoretical part of the thesis is characterised as focusing on the confluence of pre-school education and primary school education and in particular in this section I measure the depth of understanding of the topic of preparing children for entering schooling. Subsequently I bring attention to the possible risks which can appear when a child starts primary school and I look into the cooperation of the family and the school in the curriculum documentation. In the practical part of the thesis the basis is action research from actual dialogues with teachers who teach the first grades, I attempt to uncover which classifications of cooperation between the kindergarten, primary school and family will have the most positive effect on enabling the smoothest transition to the new environment. I described effective methods of cooperation which will encourage the smoothest induction of children to the new school, and I mention the possibilities of how to inform the family of possible challenges which can appear in certain circumstances.

Keywords

kindergarten, primary school, family, cooperation, preparing for primary school, adaptation, action research