

**TITLE:**

Approach to Diagnostics of School Readiness in the Three European Countries

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**ABSTRACT:**

This thesis compares approaches to school readiness diagnostics in the Czech Republic, the United Kingdom of Great Britain and Northern Ireland and Austria. It explains the theoretical concept of school readiness, presents the possible consequences of inadequate readiness of a child enrolling in the first year of primary school, and gives examples of diagnostic materials used to evaluate school maturity and child readiness in the Czech Republic and abroad. This work describes the specifics of pre-school and early primary education, the processes of a child's entry into primary education and explains the involvement of educational authorities in the diagnostics of school readiness in the three studied countries. In practice, it compares the approaches to school readiness diagnostics and the entry of children into primary education through the testimonies of teachers and experts from these three countries. This thesis also deals with the different procedures for forwarding documents containing information on children's development from pre-school educational institutions to primary schools, the diversity of education in the UK, the current educational reform in Austria, and the school readiness diagnostics of children with special educational needs.

**KEYWORDS**

School readiness, diagnostics, pre-school education, entry into primary school, Czech Republic, the United Kingdom of Great Britain and Northern Ireland, Austria