

Lyons, Eileen, 2009, *An Investigation into the Probationary Process of Newly-qualified Teachers in the Cork Area.*

ABSTRACT OF DISSERTATION

The writer investigates the probationary process of newly qualified primary school teachers in their first year of teaching in Cork City and County in the Republic of Ireland.

The research questions addressed in this study include the following: What are newly qualified teachers' professional needs in their first year of teaching? How are schools fostering induction of new teachers? Do newly qualified teachers who are graduates of different institutions have different professional needs? To what extent does the NQT perceive the inspector who carried out his /her probation as fulfilling the role of guiding, advising and evaluating him/her in their probationary year?

The literature surrounding the probationary process of a newly qualified teacher in Ireland is reviewed. Current legislation and international reports on teaching and induction practices are also reviewed. The probationary process in Ireland is distinct from induction as it carries with it an evaluation function.

The writer uses an online questionnaire and then interview to examine the process. The study finds that there is too much emphasis within the probationary process around planning and that the school's role in supporting the newly qualified teacher goes unrecognised. The study concludes that teacher training and the Department of Education need to give a better inservice and training to prepare the newly qualified teacher for their first year of teaching and the realities of the job.