

## Types of Mentorship and Support

<b>Physical Support</b>
Teachers need help with practical, tangible aspects of the job. These may include navigating the school building, timetable, gathering classroom resources, administrative procedures, technology within the school, school procedures (sub plans), work collaboratively to prepare for parent communication, meet the teacher night, and parent-teacher- student interviews.
<b>Emotional Support</b>
At times throughout the year teachers may have feelings of inadequacy, question their own abilities, and ask themselves, “can I do this?”. Teachers benefit from open conversations with their mentor. In addition to this, teachers may need support with time management and work-life balance.
<b>Instructional Support</b>
This involves helping a teacher develop expertise with the Quality Learning Environment, particularly the four central quadrants: outcomes, assessment, instruction and personalization. Specific guidance regarding instructional strategies, assessment scoring, year, unit and lesson planning. Classroom management routines and procedures may also be areas to focus on.
<b>Institutional Support</b>
This involves developing teachers into lifelong learners who seek continuous improvement, set high expectations for themselves and their students, and establish a fulfilling professional identity. A mentor can go beyond helping a teacher through the first three years of teaching to helping a teacher thrive as a lifelong educator. This could look like explaining school culture, establishing a support network, providing support around teacher evaluation processes, modelling collaboration, sharing educational research, and fostering professional relationships.

**(Boogren, Tina H., *Supporting Beginning Teachers*, Marzano Research, 2015.)**