

## **Social/Emotional Needs of Beginning Teachers**

Social/emotional needs of beginning teachers ideally have to be met before any quality instruction can take place. Teachers need to feel valued as an integral part of something meaningful. They need to be heard and made to feel that their struggles are valid and that they are important members of an institutional system that fosters support and development. Establishing personal connections is also necessary in meeting social/emotional needs. Many beginning teachers are new to the area, some may have no family or friends nearby, and others may be away from their home for the very first time. These are all possible scenarios that a mentor must be prepared to handle and able to help the beginning teacher find his/her place in the school and in the community.

Social/emotional needs can be viewed as basic needs, like in Maslow's hierarchy of needs. These basic, lower-level needs must be reasonably satisfied before meeting more advanced, higher-level needs – creativity, problem-solving, lack of prejudice, etc. – that are often instructional in nature.

The following bulleted list includes potential social/emotional needs of beginning teachers, but should not be considered an all-inclusive list.

### Social/Emotional

- Need to feel valued
- Relational connections
- Location of resources – people or materials
- Sense of efficacy