

Proposing A New Model for Mentoring Veteran ELT Teachers

Xiaotong Yao

University of Leeds, China

Abstract

While mentoring programs in English Language Teaching (ELT) often focus on novice teachers, veteran ELT teachers also require structured support to maintain teaching motivation and continuous professional development. This paper proposes a mentoring model designed to address the specific challenges faced by veteran ELT teachers, including burnout, declining teaching motivation, and possible professional isolation. Grounded in Self-Determination Theory, Maslow's Hierarchy of Needs, Teacher Burnout and Resilience Theory, and Communities of Practice, the model comprises four core components: personalized support, burnout prevention, motivation strategies, and peer collaboration. By fostering professional fulfillment, engagement, and emotional resilience, this conceptual framework offers a structured yet flexible approach to experienced ELT teacher mentoring that improves job satisfaction and long-term teaching effectiveness. The proposed model contributes to teacher development by promoting a mentoring framework that acknowledges the evolving needs of veteran teachers. Implications for the implementation of the conceptual framework in schools, language centers, and universities are discussed.

Keywords: mentoring, teacher development, veteran ELT teachers, professional growth, conceptual framework