

duty, and a variety of other activities. This area accounted for 14.9 per cent of the M&R teacher's time.

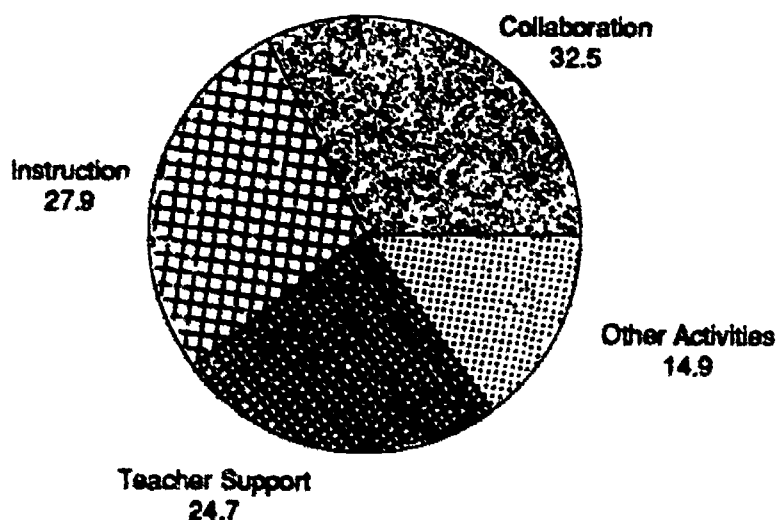
Charts A2, A3, A4 and A5 detail the use of time in each area. Most of the time M&R teachers are actively engaged in collaborative and supportive activities with other staff members, students and parents.

It is interesting to note that only about 13 per cent of the M&R teachers' time was devoted to pull-out instruction. Special education teachers have substantially changed the way they use their time over the past five years. As resource teachers and special class teachers, they were providing direct instruction in a segregated classroom or to a small group on a pull-out basis.

There was an emphasis on special education teachers replacing regular classroom teachers as the instructors of special needs children. In their new capacity as M&R teachers, they spend a majority of their time consulting with and helping teachers rather than replacing them.

Time-Use Survey

A1: Major Activities of Methods and Resource Teachers



All M&R Teachers

CHANGING CANADIAN SCHOOLS