

*particular one and I think it's going to work." So, in my view, you can't shove it down their throats.*

Several M&R teachers mentioned using other faculty members to provide reinforcement to teachers. One described a situation where the principal served in this role:

*You have to make sure the teachers are given positive reinforcement for what they're doing. They're just feeling their way and they need positive reinforcement to keep going. I've gone to the principal and said, "This Grade 5 teacher is doing a really fine job; why don't you tell her that I mentioned it to you." And the teacher feels that pat on the back and that they're doing a good job; it gives them a little push to go on and keep working at it.*

With the many visits M&R teachers make to various classrooms, they become well informed as to each teacher's strengths and where these strengths might be useful in other classrooms. They can facilitate an interchange of ideas and among staff, promoting cooperation among teachers:

*Sometimes you have to say, "What about Mrs. So and So next door? She taught a unit like that last year. Have you considered talking to her, or would it help if I talked to her and got back to you?" You really have to use all the resources you can. You can't come up with enough ideas all by yourself even if you're very, very experienced.*

The use of group problem-solving through either formal problem-solving teams (see chapter 12) or more informal approaches was mentioned by several teachers. In one particular small school, the M&R teacher suggested that all seven staff members act as a team. Now they frequently discuss problems and help each other resolve them. The methods and resource teacher — who was new to the profession — said: