

The main functions of the M&R teacher are collaboration, liaison, program development, monitoring, and professional development. (See Job Description, page 151)

The following description of the role is based on discussions and interviews with M&R teachers, as well as observation and surveys. Gathered in the period from 1988 to 1990, the descriptions, quotations and analysis come from former special class teachers, resource room teachers and regular class teachers. In their new role as M&R teachers, they provide a view of school integration that is firmly connected to actual experience. They have participated in the process of change and they share their insights into what works, what skills, qualities and training are required to sustain such an effort, and what work needs to be done on a day-to-day basis in schools.

## **WHAT IS THE JOB OF THE METHODS AND RESOURCE TEACHER?**

### ***Helping Teachers***

"Why don't you ask me for help?" the methods and resource teacher asked the Grade 12 English teacher who was complaining about having no materials for a student with a low reading level. Teaching has been described as a "lonely profession"; the English teacher is, like many of his colleagues, reluctant to ask for help, even when it is available. As integration of students with special needs proceeds, however, many teachers are beginning to ask for help. As one M&R teacher commented:

*If the classroom teachers are to get this student involved in the class, they need help. I get materials together that the student can do in the class, things the teacher can use with the student.*

M&R teachers basically respond to the needs of teachers, and, as with the English instructor, they most frequently help