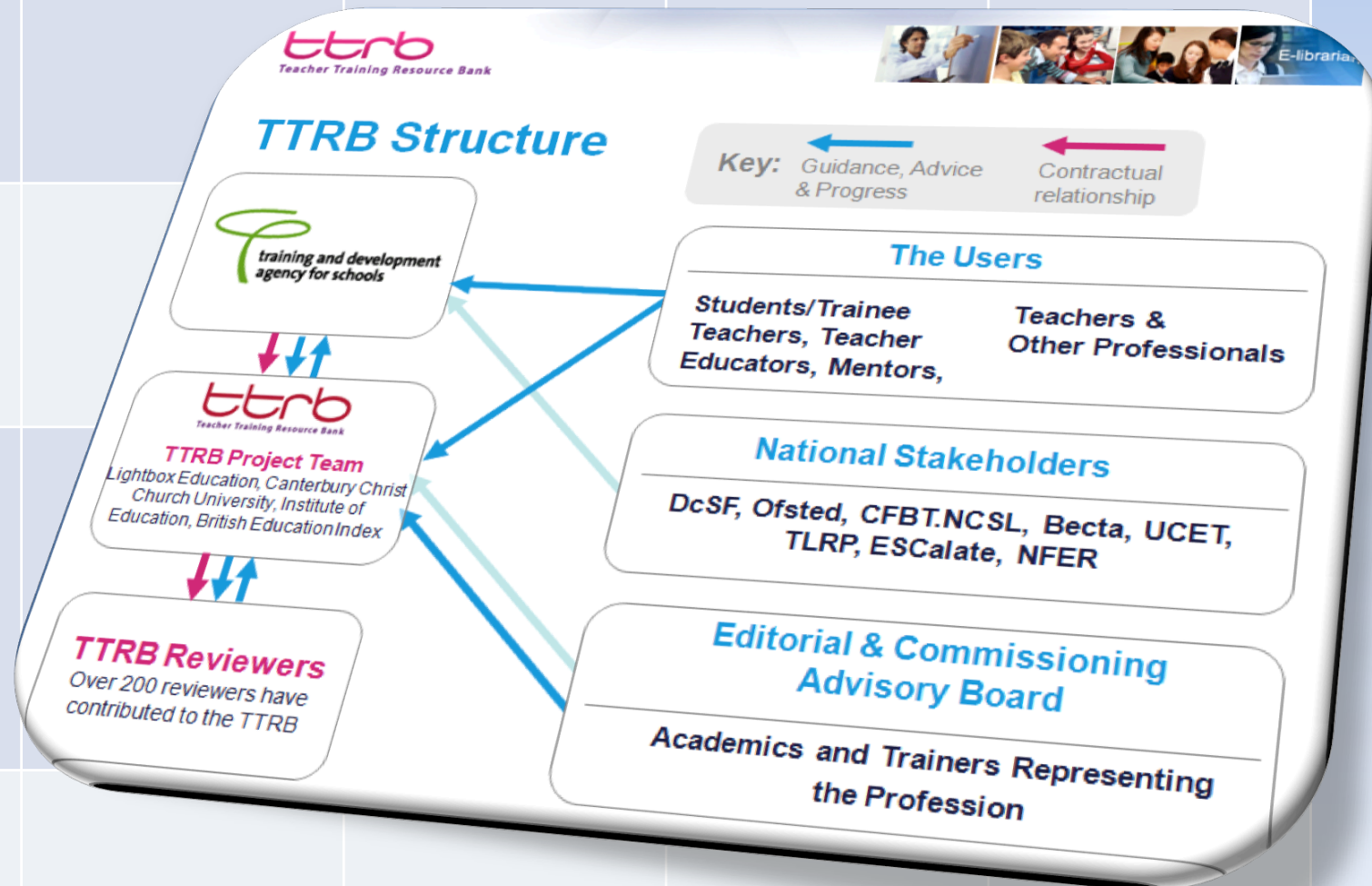


# Supporting ITE and CPD in relation to Inclusion



IoE 2011  
by Mike Blamires,  
Faculty of Education,  
Canterbury Christ Church University  
Email: [mb1@canterbury.ac.uk](mailto:mb1@canterbury.ac.uk)

<u>About the TTRB</u>	<u>Content</u>	<u>Quality Assurance</u>	<u>Using the TTRB</u>	<u>Examples of use</u>
Aims				
Consortium				
Reviewed Resources Linked to Related Resources				
E-Librarian - Responses				



<u>About the TTRB</u>	<u>Content</u>	<u>Quality Assurance</u>	<u>Using the TTRB</u>	<u>Examples of use</u>
	Research Summaries & Reports			
	Guidance			
	Video			
	Glossary Items			



**About the  
TTRB**

**Content**

**Quality  
Assurance**

**Using the  
TTRB**

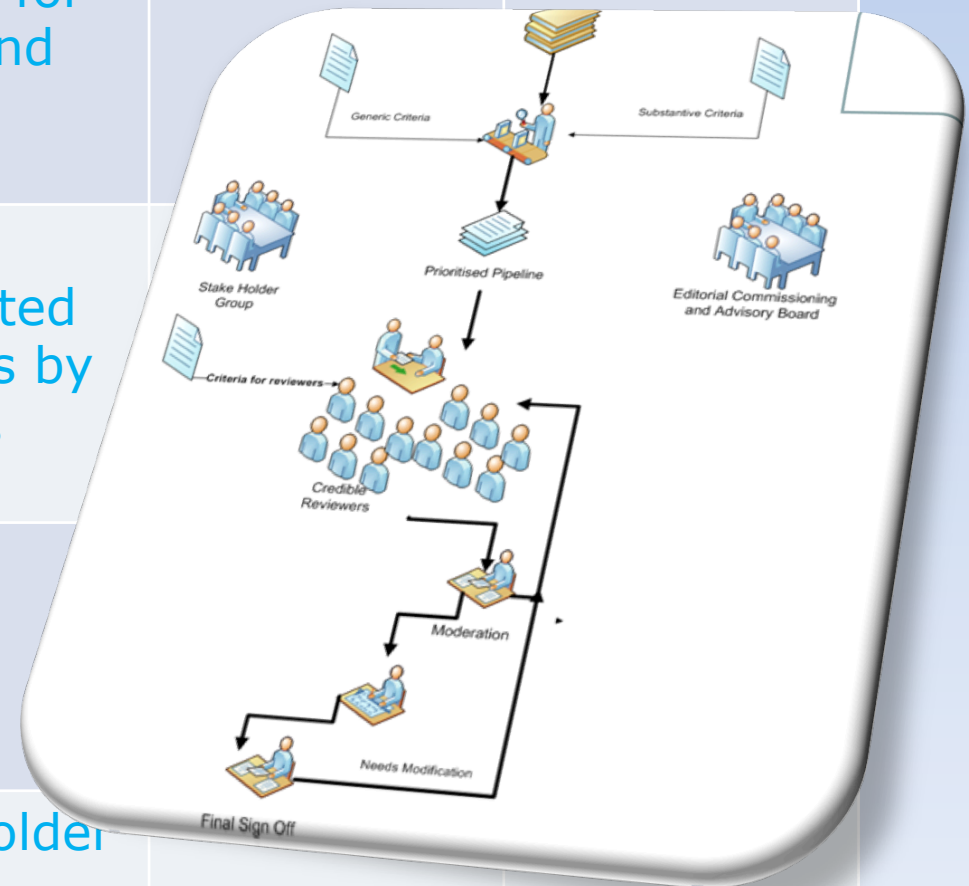
**Examples  
of use**

Inclusion  
Criteria for  
focus and  
quality

Peer  
Moderated  
Reviews by  
Experts

ECAB

Stakeholder  
Group



## About the TTRB

## Content

## Quality Assurance

## Using the TTRB

## Examples of use

Browse by  
Topic, QTS  
Std,  
Curriculum  
Area,  
Resource &  
Phase

Search  
Facility &  
Filters

Really  
Simple  
Syndication  
(RSS)

My TTRB





# Core Purpose

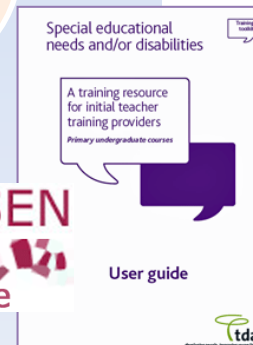
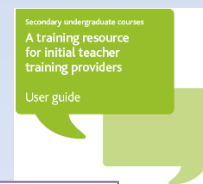
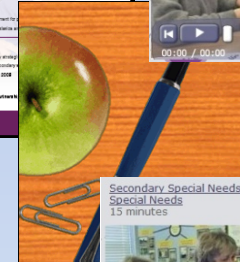
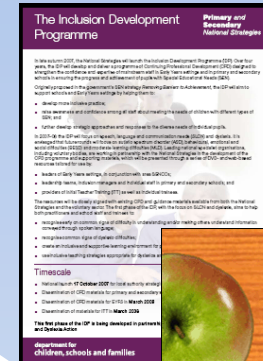
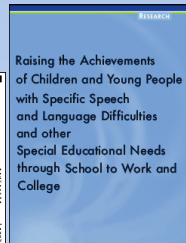
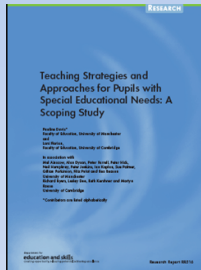
## Reports

## Guidance

## ITE Materials

## Legislation

## Glossary Items





*“Given the quality of the site in terms of content and presentation, its value to tutors and trainees and how highly it is rated, it deserves to be exploited by the widest possible constituency of users.”*

***Leeds University  
Independent Evaluation***

Can't find what you need?

## E-librarian



- Question and answer service for teacher education
- Based at the IOE (London) Library Services
- Response within 48 hours
- Answer will contain links to web-based resources including journals and education databases (e.g. British Education Index)
- Search methodology used by librarian is provided
- Searchable bank of previously asked questions
- Users must register with TTRB
- This service which was live from April 2006 until March 2010 was available for teacher trainers & trainees.





# E-librarian questions on SEN

## Question

The role of the parent in relation to early years care and education - a parent with SEN and/or a disability

I am currently completing an assignment on parenting a child with SEN. I want to consider how having a child with SEN can mean a parent becomes more involved in their child's learning and take on a different parenting role. Legislation/guidance document (e.g. SEN Code of Practice) support parental involvement and general research on parental involvement in the early years proposes finding ways to involve parents at their chosen level/in a way that is right for them - but I cannot find any/research or writers applying this to SEN.

A parent with a child with SEN may find themselves as part of multi-agency team which they may find difficult or acting as an "educator" training the early years settings about their child's additional needs. Taking a child to a setting and saying "you are the trained professional educate my child" is not generally an option. I am not saying that parents shouldn't be involved and there are research based benefits for the child. But am trying to examine the situation in more detail.

I am looking for research/writers who have considered such issue and any ideas or strategies for ensuring that parents of children with SEN are involved in their child's learning to benefit the child but also in a way which makes them feel comfortable/is at the right level for them

# Illustrative Usage figures taken from TTRB

(independently gathered from google analytics)

- ❑ Over 210,000 page views a month
- ❑ Over 7000 page views a day
- ❑ Over 2000 visits per day 62,000/month
- ❑ 16,000 Registered Users
  - 37% trainees: 21% Tutors : 22% Teachers
- ❑ One article released every day
- ❑ Users over a 30 day sample
  - from UK 23,152, US 985, Australia 255, Canada 163, India 119,
  - Ireland 118, Spain 116, Philippines 96, Malaysia 88, Germany 72, UAE 64,
  - Singapore 59, Saint Vincent and the Grenadines 56
- ❑ 140 Active reviewers from over 70 Institutions:

# Knowledge Portals and the Democratisation of Professional Development

Cordingley et al (2005) have argued that continuing professional development (CPD) is more effective where it is collaborative, linked to teachers' own professional priorities (and appropriately supported by external specialists).

A knowledge portal resource can support the professional learner in taking increased responsibility for their own professional development by deciding on and accounting for their pathways of exploration followed through an emerging evidence base.

Knowledge portals such as the TTRB may be seen as a part of the democratisation of professional knowledge development through a 'heterarchical' (Oatley, 1984) process.

# Contextual Factors Influencing Professional Development

## National

- Government Priorities and Policy
- Issues, Discourses and Evidence Bases
- Professional Values and Debates

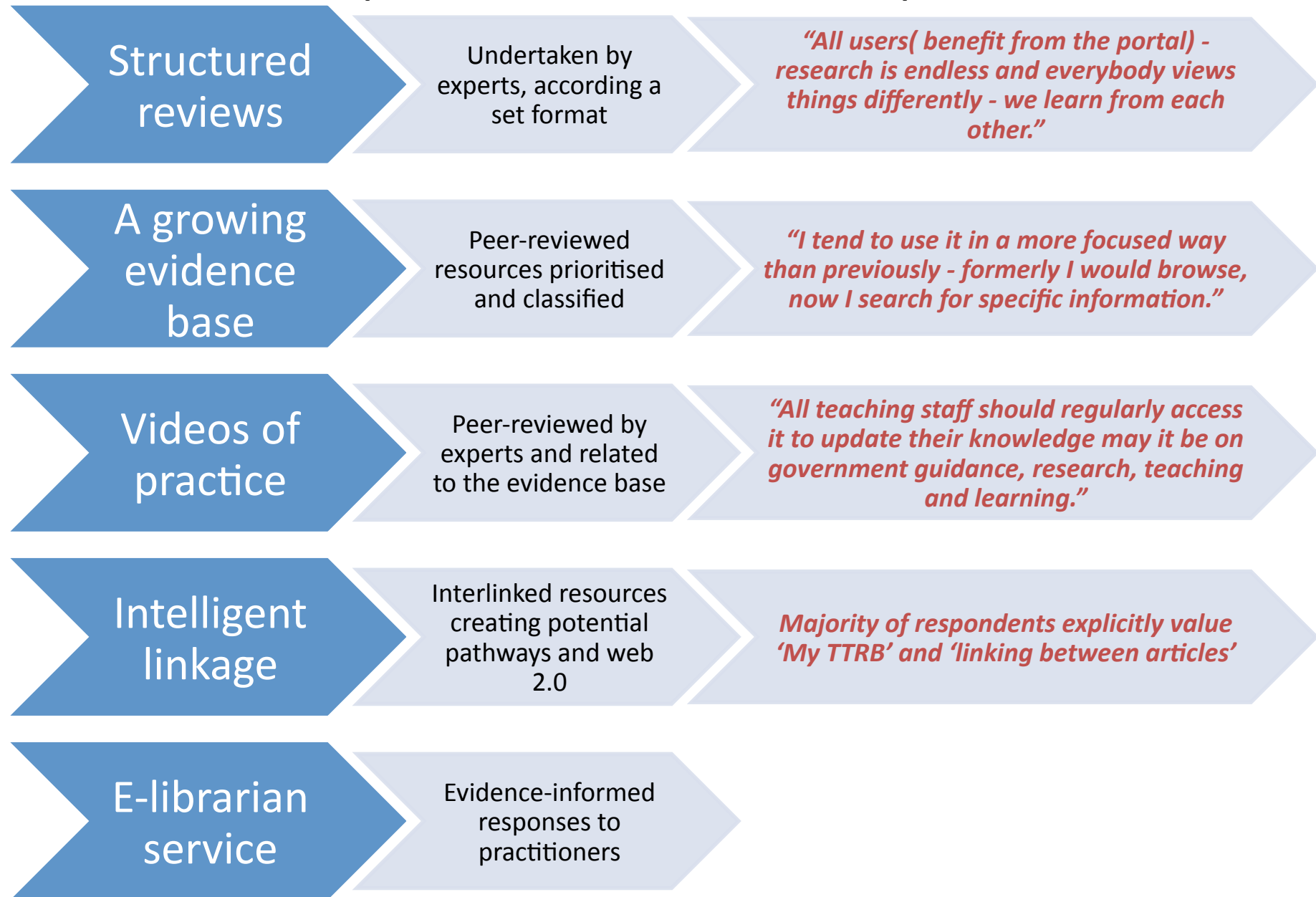
## Local

- Community, System and School Priorities
- Curriculum Priorities
- Community Setting
- Children and Young People's Needs and Aspirations
- Support Systems, Expertise and Resources

## Individual

- Professional Identity and Aspiration
- Expertise and Skills
- Values and Morale

# Components of an evidence portal



# Components of an evidence portal

I work with post 16 learners with autistic spectrum conditions and I am looking for diagnostic assessment tools specific to the triad of ASC conditions and sensory perception difficulties, to assess support need within educational settings specific to ASC

Many thanks.

## RESPONSE

That is a very specific area - are you looking for literature focusing on assessment tools aimed at 16+ learners? This could be tricky and you may need to start off with a broader search, which is not level specific, focusing on the process of assessment, evaluation methods and so on.

I started off by putting together some resources from the **TTRB** relating to autism and ASD including glossary items, key readings and pupil support....

<http://www.ttrb.ac.uk/ELibrarianQuestionDetails.aspx?QuestionId=4413>



E-librarian  
service

Evidence-informed  
responses to  
practitioners

[http://  
ELibra  
Quest](http://www.ttrb.ac.uk/ELibrarianQuestionDetails.aspx?QuestionId=4413)



# Components of an evidence portal

I wonder if you can help me some more. I realise now that I need to give you a lot more information!

I am writing an assignment at Masters Level about Inclusion vs Integration. I have been very interested in the Ellis/Blamires short article you previously referred me to.

I have to refer the assignment to my own practise which is at Key Stages 1 and 2. I work in a Resourced Provision for children with ASD which is attached to a mainstream primary.

Many thanks.

<http://www.ttrb.ac.uk/ELibrarianQuestionDetails.aspx?QuestionId=4408>



E-librarian  
service

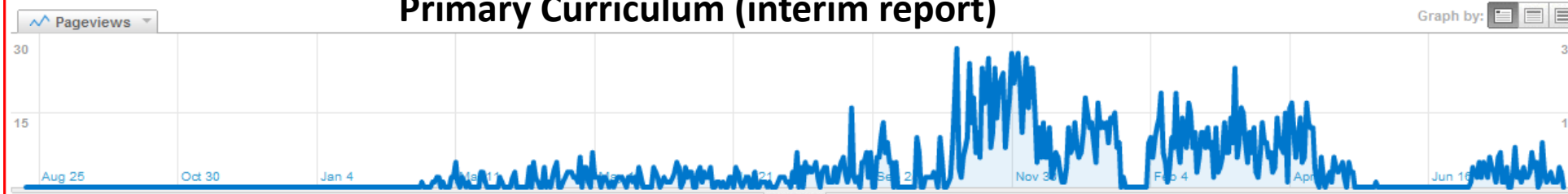
Evidence-informed  
responses to  
practitioners

## Navigation Summary:

/viewArticle2.aspx?contentId=15251

# Cambridge Primary Review: Towards a New Primary Curriculum (interim report)

Aug 19, 2008 - Aug 19, 2010



This page was viewed 2,454 times

Visit this page Analyze: Navigation Summary Content /viewArticle2.aspx?conten...

92.76% Entrances

7.24% Previous Pages

Content	% Clicks
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The Cambridge Primary Review	
The Independent Review of the Primary Curriculum: Interim report (Rose Review)	
Browse Category : "Curriculum"	
Browse Category: "All ages and key stages"	
TTRB Main Page	
Search for "Play based curriculum"	
Standards in English Primary Education: the international evidence: Cambridge review	

60.27% Exits

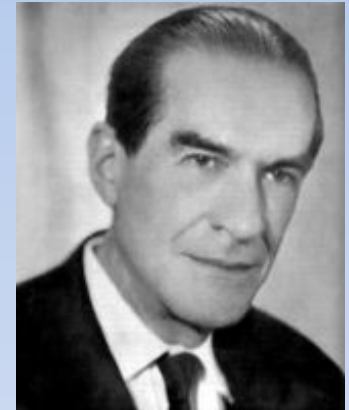
39.73% Next Pages

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The Cambridge Primary Review	
The Independent Review of the Primary Curriculum: Interim report (Rose Review)	
Browse Category "Curriculum"	
Search for "primary review"	
Standards in English Primary Education: the international evidence : Cambridge Review	
Browse Category: Teaching and Learning	
Aims and Values in Primary Education: national and international perspectives : Cambridge Primary Review	
TTRB Main Index	

# Professional Renewal

*The challenge is to enable the 21<sup>st</sup> century profession to build upon the collective knowledge of teaching and learning in order to create the profession anew for the next generation of teachers.*



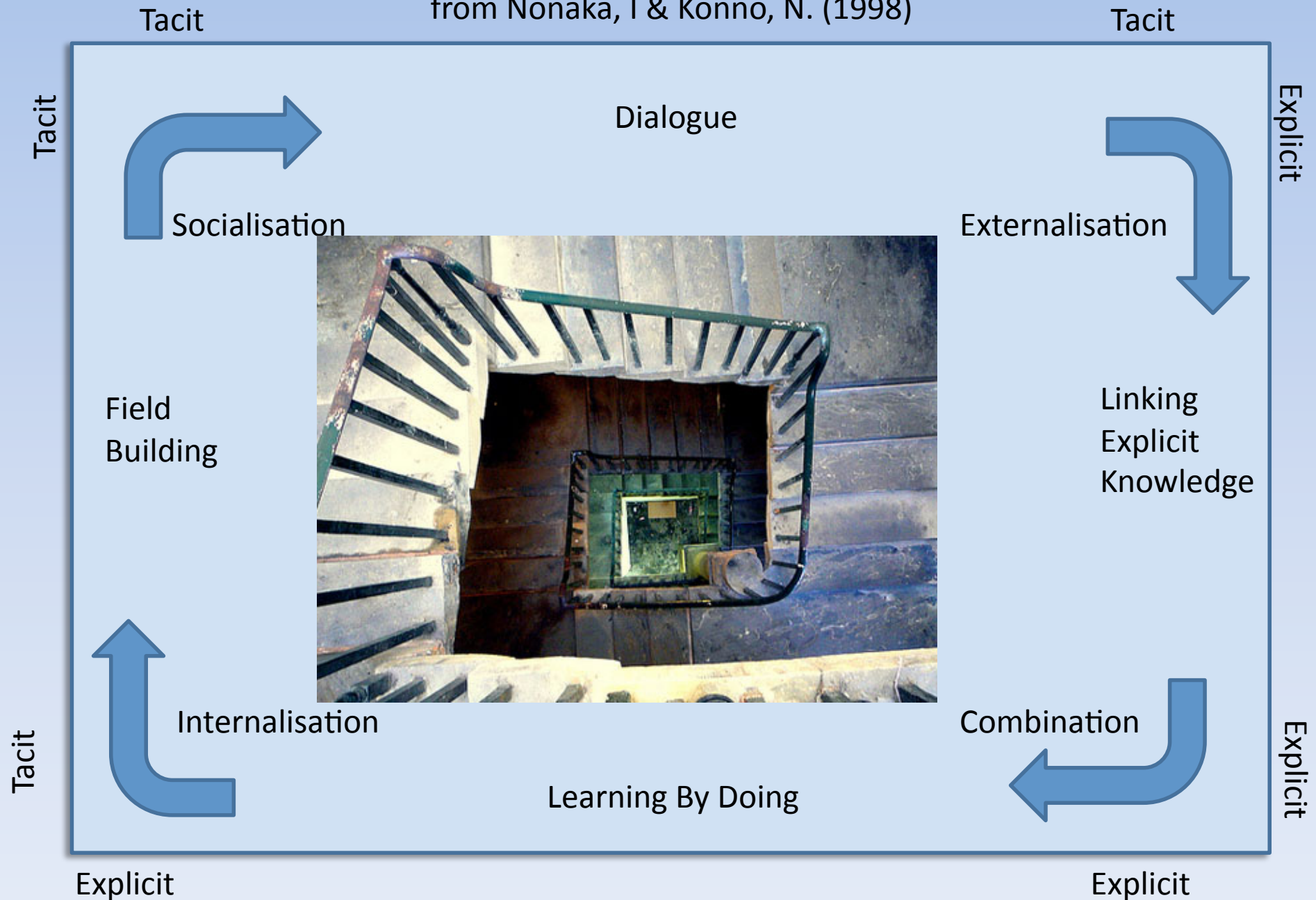
Leontev contrasted '**Internalisation**' a process of cultural reproduction with '**Externalisation**' a process harnessing tools to enable cultural transformation by the creation of instability, contradiction, innovation and the questioning of authority.

*This distinction may be helpful in developing a conceptual framework for the utilisation of research with novice teachers.*

# Furlong & Maynard (1995): stages of student teacher development

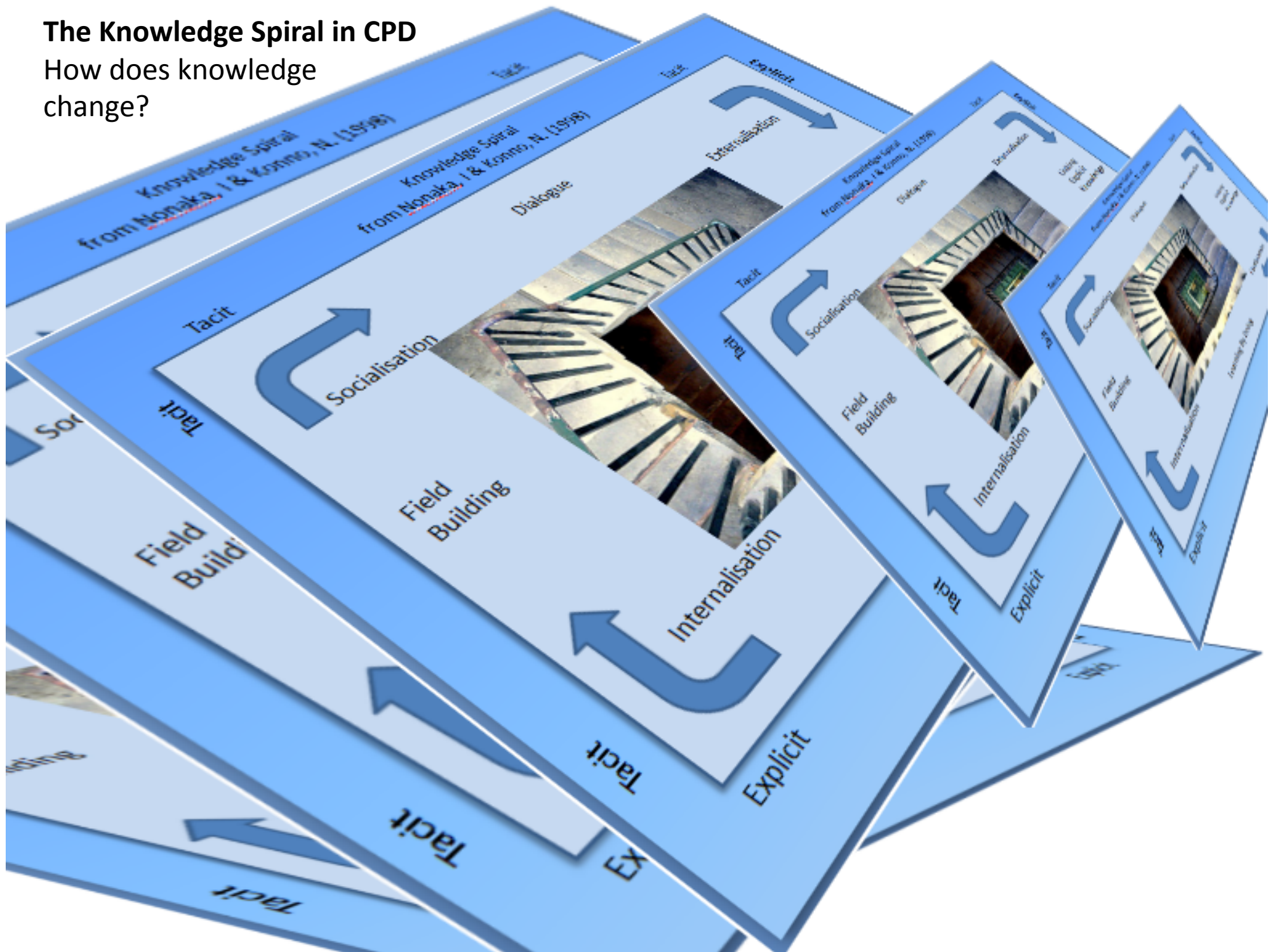
- Early idealism
  - Personal survival
  - Dealing with difficulties
  - Hitting a plateau
  - Moving on
- 
- NB: Progress through this sequence is 'fragmentary and uneven'

Knowledge Spiral  
from Nonaka, I & Konno, N. (1998)



## The Knowledge Spiral in CPD

How does knowledge change?





# CHAT model cited by Daniels and Lewis with annotations from Blamires et al

CPD as '**co-configuration**' – still largely aspirational, given the prevailing high stakes assessment culture

CPD as '**mass customisation**' – a further development of localised responses to mass produced knowledge in response to the 'relaxation' of centralised curriculum initiatives;

CPD as '**process enhancement**' – : forms of networked learning; in-school cpd activity; coaching & mentoring

Post 1997 ( re-professionalisation agenda)  
CPD as *knowledge transfer* – '**mass production** of knowledge presented as best practice

Pre-1997  
CPD as individualistic **craft knowledge**;

