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**Democratising the Construction of Professional Knowledge in Initial Teacher Education through a Knowledge Portal**

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**Background**

The Teacher Training Resource Bank (TTRB) is a project, funded by the English Teacher Development Agency for Schools (TDA). It aims to articulate, represent and enhance the professional knowledge bases that underpin teacher education through the development of a knowledge portal. The TTRB seeks to link theory, debate and practice and raise the profile of teacher training research and knowledge creation.

Records of TTRB usage since its inception in 2006 demonstrate widespread use of the resource within English initial teacher education (ITE) and in schools. An independent evaluation (Chambers et al, 2009) indicated a positive impact on trainee teachers by making a large range of recent research resource material easily available. Trainee teachers were further enabled to make connections between theory and research, and the quality of their academic work was seen to be improved.

**Research Questions**

The paper draws on a spiral model of knowledge management developed by Nonaka & Konno (1998) to discuss the ways in which the TTRB can support and democratise the construction of professional knowledge in ITE from the perspectives of novice teachers and their mentors and tutors.

**Methods**

The research utilises an evaluation of TTRB use involving samples of novice teachers and teacher education tutors alongside models of knowledge creation and utilisation drawn from business to consider its relevance in informing interventions to promote knowledge utilisation within teacher professional development.

**Frame**

This draws upon the work of Furlong and Maynard (1995) & Burn, Hagger & Mutton (2003) The knowledge spiral depicts key processes involved in the professional development of teachers where there is a dynamic interplay between implicit and explicit knowledge that changes by dialogue and action (Rogoff,1991, Wenger, 1998, Daniels et al, 2009 ) The purpose of the research is to investigate the contribution made by a knowledge portal to this process

**Research findings**

This study has findings that illustrate successful mechanisms that bridge the perceived divide between theory and practice. The findings include a consideration of how portals should be developed and deployed within teacher education, with implications for Continuing Professional Development   A heterarchical model of democratic professional development ( Oatley, 1984)   is also articulated.