Issues in

Evidence Based Practice: Vision

Ferrell, K (2007) Issues in the Field of Blindness and Low-Vision <http://nclid.unco.edu/joomla> Retrieved July 2011

Interview candidates indicated that much teaching practice for the Specialist Teacher Vision is learnt ‘on the job’. At first glance this may appear to be less than Evidence Based. On deeper examination this is found to not be the case. Since early 19th century many blind children have been educated in specialized schools for the blind such as the ‘National Blind School’ in New Zealand. Specialised Schools for the Blind are described by Ferrell (2007:1) as “centers of knowledge and expertise for teaching methodologies that circumvent visual processes.” The National Blind School has now become BLENNZ, a national network of visual resource centres but it still maintains “an apprenticeship model of training with experienced teachers and optimum immersion with students with visual disabilities” as described by Ferrell (2007:1). Through the use of action research in appraisal an evidence based model of learning is fostered throughout New Zealand for Specialist Teachers of Vision.