

1. Record Nr.	UNINA9910795883303321
Titolo	Preparing vocational teachers and trainers / / by Organization for Economic Cooperation
Pubbl/distr/stampa	Paris, France : , : OECD Publishing, , [2022] ©2022
ISBN	92-64-43665-0 92-64-88572-2
Edizione	[1st ed.]
Descrizione fisica	1 online resource (134 pages)
Disciplina	370.6
Soggetti	Vocational teachers - Training of Agricultural colleges
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Intro -- Foreword -- Acronyms and abbreviations -- Executive summary -- 1 Key insights on preparing vocational teachers and trainers -- 1.1. Skill requirements for teaching and training in VET -- 1.1.1. VET teachers need a sophisticated mix of knowledge and skills -- 1.1.2. In-company trainers need to be able to support students' learning journeys in the workplace -- 1.1.3. Shortages of teachers and trainers in VET are common -- 1.2. Strategies to ensure that VET teachers and trainers are well-prepared -- 1.2.1. Entry requirements for the VET teaching and training profession are set to ensure quality -- 1.2.2. Initial education and training for VET teachers and trainers takes many shapes and forms -- 1.3. Balancing quality and flexibility: Lessons learnt from the five case studies -- 1.3.1. Entry requirements for VET teachers -- Setting clear entry requirements that contribute to the quality of teaching -- Allowing for some flexibility without compromising on quality -- 1.3.2. Entry requirements for in-company trainers -- Entry requirements for trainers are mostly related to vocational qualifications & experience -- Setting guidelines on skills of in-company trainers can foster training quality -- 1.3.3. Initial training and preparation for VET teachers -- Flexibility is key in ITET for VET teachers -- Financial support schemes increase the accessibility of ITET -- Balancing the autonomy of ITET providers with quality

assurance mechanisms -- Co-ordinating between VET institutions and teacher-training institutions for better design and delivery of VET teacher training -- 1.3.4. Initial preparation for in-company trainers -- Providing accessible and flexible training options -- Providing relevant and high-quality training -- References -- Note.

2 Case study: Entry requirements and initial training of vocational teachers and trainers in Canada -- 2.1. A snapshot of vocational education and training in Canada -- 2.1.1. The structure of the Canadian VET system -- Work-based learning and school-based learning -- VET teachers and trainers -- 2.1.2. Governance of the Canadian VET system -- 2.2. Entry requirements for teachers and trainers in VET in Canada -- 2.2.1. Qualification, experience and skill requirements for teachers in VET -- 2.2.2. Qualification, experience and skill requirements for in-company trainers -- 2.3. Initial preparation for teachers and trainers in VET in Canada -- 2.3.1. Initial teacher education and training -- Teacher training providers and programmes -- Target competences, content and curriculum -- The design and delivery of teacher education and training -- Financing of teacher education and training -- Quality assurance in initial teacher education and training -- 2.3.2. Preparation for in-company trainers -- Training providers to prepare in-company trainers -- The content and delivery of training for in-company trainers -- References -- Notes --

3 Case study: Entry requirements and initial training of vocational teachers and trainers in Denmark -- 3.1. A snapshot of vocational education and training in Denmark -- 3.1.1. The structure of the Danish VET system -- Work-based learning and school-based learning -- VET teachers and trainers -- 3.1.2. Governance of VET in Denmark -- 3.2. Entry requirements for teachers and trainers in VET in Denmark -- 3.2.1. Qualification, experience and skill requirements for teachers in VET -- 3.2.2. Qualification, experience and skill requirements for in-company trainers -- 3.3. Initial preparation for teachers and trainers in VET in Denmark -- 3.3.1. Initial teacher education and training in VET -- VET teacher training providers.

The content of VET teacher training -- The delivery of initial teacher education and training -- Financing initial teacher education and training -- Quality assuring initial teacher education and training -- 3.3.2. Preparation for in-company trainers -- The content of training for in-company trainers -- Financing training for in-company trainers -- Quality assurance of training for in-company trainers -- References -- Notes --

4 Case study: Entry requirements and initial training of vocational teachers and trainers in Germany -- 4.1. A snapshot of vocational education and training in Germany -- 4.1.1. The structure of the German VET system -- Work-based and school-based learning -- VET teachers and trainers -- Governance of the VET system in Germany -- 4.2. Entry requirements for teachers and trainers in VET in Germany -- 4.2.1. Qualification, experience and skill requirements for teachers in VET -- Regular VET teacher qualifications -- VET teachers as 'side-entrants' -- 4.2.2. Qualification, experience and skill requirements for in-company trainers -- General regulations and practice -- Exceptions -- 4.3. Initial preparation for teachers and trainers in VET in Germany -- 4.3.1. Initial teacher education and training in VET -- Teacher training providers, duration and entry requirements -- The content of initial teacher education and training -- Phase 1: Teacher training at university and other educational institutions -- Phase 2: Preparatory service -- Financing initial teacher education and training -- Phase 1: University studies -- Phase 2: Preparatory service -- Quality assurance in initial teacher education and training -- 4.3.2. Preparation for in-company trainers -- Training providers -- The content of training for

in-company trainers -- The delivery of training for in-company trainers  
-- Financing training for in-company trainers.  
Quality assurance of training for in-company trainers -- References --  
Notes -- 5 Case study: Entry requirements and initial training of  
vocational teachers and trainers in the Netherlands -- 5.1. A snapshot  
of vocational education and training in the Netherlands -- 5.1.1. The  
structure of the Dutch VET system -- Work-based learning and school-  
based learning -- VET teachers and trainers -- 5.1.2. Governance and  
financing of the Dutch VET system -- 5.2. Entry requirements for  
teachers and trainers in VET in the Netherlands -- 5.2.1. Qualification,  
experience and skill requirements for teachers in VET -- Regular  
teacher qualifications for secondary education -- Qualification  
requirements for 'lateral entry' in MBO -- Qualification requirements for  
instructors in MBO -- Qualification requirements to teach in HBO  
programmes -- 5.2.2. Qualification, experience and skill requirements  
for in-company trainers -- 5.3. Initial preparation for teachers and  
trainers in VET in the Netherlands -- 5.3.1. Initial education and  
training for VET teachers and instructors -- MBO teacher and instructor  
training providers, target competences, content and curriculum -- The  
delivery of MBO teacher and instructor education and training --  
Financing of teacher education and training -- Quality assurance in  
MBO teacher education and training -- ITET to become HBO teacher --  
5.3.2. Preparation for in-company trainers -- References -- Notes -- 6  
Case study: Entry requirements and initial training of vocational  
teachers and trainers in Norway -- 6.1. A snapshot of vocational  
education and training in Norway -- 6.1.1. The structure of the  
Norwegian VET system -- Work-based learning -- VET teachers and  
trainers -- 6.1.2. Governance -- 6.2. Entry requirements for teachers  
and trainers in VET in Norway -- 6.2.1. Qualification, experience and  
skill requirements for teachers in VET.  
General regulations and practice -- Exceptions -- 6.2.2. Qualification,  
experience and skill requirements for in-company trainers -- 6.3.  
Initial preparation for teachers and trainers in VET in Norway -- 6.3.1.  
Initial teacher education and training -- Teacher training providers,  
duration, entry requirements -- Target competences, content and  
curriculum -- The delivery of teacher education and training --  
Financing of teacher education and training -- Quality assurance in  
initial teacher education and training -- 6.3.2. Preparation for in-  
company trainers -- References -- Notes -- Annex A. Simplified ISCED  
mappings -- References -- Blank Page.

---

#### Sommario/riassunto

Teachers and in-company trainers are central to vocational education  
and training (VET), as they support the school-to-work transitions of  
learners from diverse backgrounds. VET teachers develop learners'  
skills in school-based settings, while in-company trainers support  
learners during their time in work-based learning.

---

2. Record Nr.	UNINA9910787885803321
Titolo	German scholars and ethnic cleansing 1919-1945 / / edited by Ingo Haar and Michael Fahlbusch ; foreword by Georg G. Iggers
Pubbl/distr/stampa	New York : , : Berghahn Books, , 2007
ISBN	0-85745-705-5
Descrizione fisica	1 online resource (320 p.)
Disciplina	323.143/09/041
Soggetti	Political culture - Germany - History - 20th century Racism - Germany - History - 20th century Genocide - Germany - History - 20th century Germany Ethnic relations Germany Race relations
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	GERMAN SCHOLARS AND ETHNIC CLEANSING; CONTENTS; FOREWORD; PREFACE; ABBREVIATIONS; CHAPTER 1. GERMAN OSTFORSCHUNG AND ANTI-SEMITISM; CHAPTER 2. THE ROLE AND IMPACT OF GERMAN ETHNOPOLITICAL EXPERTS IN THE SS REICH SECURITY MAIN OFFICE; CHAPTER 3. THE NAZI ETHNOGRAPHIC RESEARCH OF GEORG LEIBBRANDT AND KARL STUMPP IN UKRAINE, AND ITS NORTH AMERICAN LEGACY; CHAPTER 4. VOLK, BEVOLKERUNG, RASSE, AND RAUM; CHAPTER 5. ETHNIC POLITICS AND SCHOLARLY LEGITIMATION; CHAPTER 6. THE SWORD OF SCIENCE; CHAPTER 7. ROMANIAN-GERMAN COLLABORATION IN ETHNOPOLITICS; CHAPTER 8. PALATINES ALL OVER THE WORLD CHAPTER 9. GERMAN WESTFORSCHUNG, 1918 TO THE PRESENT CHAPTER 10. OTTO SCHEEL; CHAPTER 11. THE "THIRD FRONT"; CHAPTER 12. "RICHTUNG HALTEN"; CHAPTER 13. POLISH MYSŁ ZACHODNIA AND GERMAN OSTFORSCHUNG; SELECTED BIBLIOGRAPHY; CONTRIBUTORS; SUBJECT INDEX; NAMES INDEX
Sommario/riassunto	Recently, there has been a major shift in the focus of historical research on World War II towards the study of the involvements of scholars and academic institutions in the crimes of the Third Reich. The roots of this

involvement go back to the 1920s. At that time right-wing scholars participated in the movement to revise the Versailles Treaty and to create a new German national identity. The contribution of geopolitics to this development is notorious. But there were also the disciplines of history, geography, ethnography, art history, archeology, sociology, and demography that devised a

---