

1. Record Nr.	UNISALENT0991002114149707536
Autore	Ornaghi, Lorenzo
Titolo	Multiformità ed unità della politica : atti del Convegno in occasione del 70. compleanno di Gianfranco Miglio, 24-26 ottobre 1988 / a cura di Lorenzo Ornaghi e Alessandro Vitale
Pubbl/distr/stampa	Milano : A. Giuffrè, 1992
ISBN	8814026769
Descrizione fisica	vii, 426 p., [1] c. di tav. : 1 ritr. ; 23 cm.
Collana	Arcana imperii ; 27
Altri autori (Persone)	Vitale, Alessandro Miglio, Gianfranco
Disciplina	320.50924
Soggetti	Miglio, Gianfranco - Congressi
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910788927603321
Autore	Hardy Thomas <1840-1928.>
Titolo	The return of the native / / Thomas Hardy
Pubbl/distr/stampa	[Auckland, New Zealand] : , : The Floating Press, , 1878 2010
ISBN	1-77651-131-X
Descrizione fisica	1 online resource (693 p.)
Disciplina	823.8
Soggetti	People with visual disabilities Mothers and sons Mate selection Heathlands Adultery Wessex (England) Fiction
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Title; Contents; Author's Preface; Postscript; BOOK FIRST - THE THREE WOMEN; I - A Face on Which Time Makes but Little Impression; II - Humanity Appears Upon the Scene, Hand in Hand with Trouble; III - The Custom of the Country; IV - The Halt on the Turnpike Road; V - Perplexity Among Honest People; VI - The Figure Against the Sky; VII - Queen of Night; VIII - Those Who Are Found Where there is Said to Be Nobody; IX - Love Leads a Shrewd Man into Strategy; X - A Desperate Attempt at Persuasion; XI - The Dishonesty of an Honest Woman; BOOK SECOND - THE ARRIVAL; I - Tidings of the Comer II - The People at Blooms-End Make Ready III - How a Little Sound Produced a Great Dream; IV - Eustacia is Led on to an Adventure; V - Through the Moonlight; VI - The Two Stand Face to Face; VII - A Coalition Between Beauty and Oddness; VIII - Firmness is Discovered in a Gentle Heart; BOOK THIRD - THE FASCINATION; I - ""My Mind to Me a Kingdom Is""; II - The New Course Causes Disappointment; III - The First Act in a Timeworn Drama; IV - An Hour of Bliss and Many Hours of Sadness; V - Sharp Words Are Spoken, and a Crisis Ensues; VI - Yeobright Goes, and the Breach is Complete

VII - The Morning and the Evening of a Day VIII - A New Force Disturbs the Current; BOOK FOURTH - THE CLOSED DOOR; I - The Rencontre by the Pool; II - He is Set Upon by Adversities; But He Sings a Song; III - She Goes Out to Battle Against Depression; IV - Rough Coercion is Employed; V - The Journey Across the Heath; VI - A Conjunction, and Its Result Upon the Pedestrian; VII - The Tragic Meeting of Two Old Friends; VIII - Eustacia Hears of Good Fortune, and Beholds Evil; BOOK FIFTH - THE DISCOVERY; I - ""Wherefore is Light Given to Him that is in Misery""

II - A Lurid Light Breaks in Upon a Darkened Understanding III - Eustacia Dresses Herself on a Black Morning; IV - The Ministrations of a Half-Forgotten One; V - An Old Move Inadvertently Repeated; VI - Thomasin Argues with Her Cousin, and He Writes a Letter; VII - The Night of the Sixth of November; VIII - Rain, Darkness, and Anxious Wanderers; IX - Sights and Sounds Draw the Wanderers Together; BOOK SIXTH -

AFTERCOURSES; I - The Inevitable Movement Onward; II - Thomasin Walks in a Green Place by the Roman Road; III - The Serious Discourse of Clym with His Cousin

IV - Cheerfulness Again Asserts Itself at Blooms-End, and Clym Finds His Vocation

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#### Sommario/riassunto

Dip into a classic work of fiction that many critics regard as one of the novels that helped to usher in the modern era of literature. When it was originally published, Thomas Hardy's *The Return of the Native* rocked Victorian England with its frank discussion of titillating subjects such as out-of-wedlock relationships. Today, the novel offers readers a fascinating glimpse into the mores and moral constraints of a bygone era.

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3. Record Nr.	UNINA9910821628903321
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.

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#### 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.

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