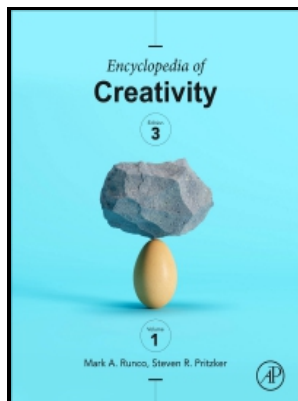


Encyclopedia of school administration & supervision

ORYX Press - Role of School Administrators in the Induction and Mentoring of Early Career Teachers



Description: -

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Guerre franco-allemande, 1870-1871.

School supervision -- United States -- Encyclopedias

School management and organization -- United States --

EncyclopediasEncyclopedia of school administration & supervision

-Encyclopedia of school administration & supervision

Notes: Includes bibliographies and index.

This edition was published in 1988



Filesize: 39.510 MB

Tags: #Vocational #education

School Administration

Its responsibility is to advise the Minister on the development of the national vocational education and training system, based on the full consensus of the constituent members the representative organisations of schools and of entrepreneurship and their centres of expertise.

Vocational education

In 2005 the Ministry of Vocational and Technical Training MVTT introduced the National Vocational Qualifications NVQ framework which was an important milestone for the education, economic and social development of Sri Lanka. Apprentices rotate between workplace, vocational school and industry training centers where they develop complementary practical skills relating to the occupation. Vocational high school graduates may pursue two year-long polytechnics or may continue with a related tertiary degree.

Role of School Administrators in the Induction and Mentoring of Early Career Teachers

The vocational schools are mostly maintained by. Such applied courses include equine studies, winemaking and viticulture, aquaculture, information technology, music, illustration, culinary management and many more. Polytechnics, Private Training Establishments, Wananga and others also deliver vocational training, amongst other areas.

Works Progress Administration

This allows national portability of qualifications and units of competency. The knowledge forms can be changed through selecting, relocating and refocusing aspects when used in another setting. Both involve a legal contract between the employer and the apprentice or trainee and provide a combination of school-based and workplace training.

School Administration

From the initial teaching and occupational dimensions, the final modified know-how of Occupational Pedagogic Knowledge or Occupational

Teachers' Capacities is formed via content recontextualization, pedagogic recontextualization, occupational recontextualization, and integrated applied recontextualization IAR. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. There are typically two courses imparted until graduation.

Vocational education

In 2007, more than half of the population aged 25—64 had a VET or PET qualification as their highest level of education. The government is now piloting Vocational Meister Schools in which workplace training is an important part of the programme. Apprenticeships are increasingly recognised as the gold standard for work-based training.

Vocational education

The field of school administration is based on the progressive tradition in the administration and management of Soviet schools expressed in Leninist decrees on public education; this tradition has been enriched by the practical activity and theoretical pronouncements of education workers and public-education agencies.

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