



2. ACTORS:

Providers, Authorities and other Agents

Actors can be *national, regional or local authorities, schools, ITE providers, teacher educators and teacher candidates* etc. In the following, they will be described with regards to their function and relevance as well as their interactions (e.g. collaboration between schools and TTCs).

School authorities

In this section we analyse the role and responsibility of school authorities. First, we have to identify the relevant (1) **actors** and their (2) **responsibilities**. The actors might be bureaucratic institutions at the federal (e.g. ministries), provincial (e.g. school boards or inspectorate) or local (e.g. municipalities) level. Next to these public authorities, there might be other agencies, which need to be considered on a structural level, inasmuch as they have legally compulsive mandates. Such agencies could be consultancies or advisers for political institutions or performing monitoring functions.

The responsibilities of these actors vary in scope and issue and can be related to questions like the following: Who is in charge of recruiting and employing the teacher workforce for which school-level? Are there mentoring programs for new teachers? What forms of quality assurance do exist? Who decides upon accreditation procedures? Which authority does the inspection of schools? In many contexts, a transparent allocation of responsibilities is not easy. This is especially the case, if a task or service has been outsourced, and thus the actor, who makes a decision, is not necessarily the same as being responsible for it.

In a second step of analysis, after identifying the relevant actors and their responsibilities, we ask for their (3) **interconnectedness**. In many education systems (e.g. Austria), decision-making about many issues is shared across central government, the provinces, municipalities, and schools. Within this divided responsibility, questions of autonomy arise: Which processes are standardized and which not? Who is depending on whom? What hierarchies between actors do emerge? School boards are a prominent example of convergence of rights and duties from different levels, as they commonly administrate education systems. In fact, they often construct a link between the federal and the local level. Depending on the context, school

boards have a wide realm of responsibility, ranging from the execution of educational duties to inspection, quality assurance and education controlling.