



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).

Schools

Next to school authorities, the actors *within* schools need to be analysed. Schools are important places of ITE, because here usually happens the first contact between teacher-candidates and pupils. Generally, this takes place in the *pre-service* education during several internships and trainings. The first ongoing and continuous confrontation over a full teaching period takes place during *in-service education* (Induction phase).

Besides explaining the concrete setting of the **practical training** via several pre-service and in-service stages, it will be a question to answer in each country report, if **pupils** at school have a relevant (and observable) role for ITE. Which kind of influence do they have on teacher candidates? The same question concerns **parents**: What is their role? One could assume, that parents directly or indirectly (via the head of school or regular teachers) address specific expectations to the pre-service or in-service-candidates or that they accompany their sons and daughters in evaluation forums and thus generate some form of pressure to the candidate. This brings us to the more obvious relevance of the other actors involved in schools: teachers, leaders and mentors. **Teachers** are colleagues of the candidates and also have responsibility for their success. What do we know about this responsibility? How much support do they give to candidates (next to organizational and administrative support)? Even more important is the role of school **leaders**, as they usually are the first contact persons to cooperate with school boards and ITE providers and, thus, are responsible for the allocation of graduates as well as, in terms of positive references, for their future career opportunities. Finally – and perhaps the most important school actors in the context of ITE – there are the **mentors**: Are the teacher candidates conducted and accompanied in their practical training? What is the role of mentors (or coaches)? What are their obligations and responsibilities in relation to the candidates?