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**PREPARATION OF THE STUDENT TEACHER FOR TEACHING PRACTICE: A  
CASE OF A PRIMARY SCHOOL TEACHER TRAINING COLLEGE IN  
ZIMBABWE**

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**Abstract**

This study sought to establish the nature of student teacher preparation done for teaching practice during teacher training. The main focus of this study was on the role of the training institute in ensuring that student teachers are properly prepared for teaching practice (TP) in one primary school teacher training college of education in Zimbabwe. The study examined the experiences and perceptions of stakeholders on Teaching Practice preparations. A purposive sample of 2 teaching practice coordinators, 11 lecturers, 17 student teachers and 10 mentor teachers from the schools that the teachers' college collaborated with in training student teachers was selected. The study employed a qualitative case study research design in which one-on-one interviews, focus group discussions were used to collect data. Data were analysed for content and the conclusions were drawn. The main conclusions of the study were that, the initial training of a student teacher starts in the teacher training institution, the university or the teacher training college. It is the teacher training institute that should give the foundation of the needed knowledge and skills for the professional development of a student teacher. The mentor teacher also has a role to play in preparing student teachers for teaching practice. The main recommendations are that there should be collaboration between the training institute and the practicing institute in terms of preparing student teachers for teaching practice. The study also recommends that student teachers be equipped with all the relevant teaching and learning skills that they will require when they practice in schools.

**Key words:** teacher education, teaching practice, preparation, higher education, teacher training

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