

Teaching Practice as Communities of Inquiry

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ABSTRACT Often teaching practice is seen as a single, linear process and not as a multi-connections process with focal points at various sub-components of the process. Within each component, education world-wide is faced with pressures which are controlled and managed at most or partly or never managed. Although these pressures or challenges are numerous and complex, the level of challenge or pressure varies. In this paper the researchers argue that teaching practice as a component of teacher education needs to be framed as communities of inquiry, in order to underscore the interconnectedness and reflexive nature of the teaching practice environment, and how such an approach would enhance organisation and insights into the teaching practice process, and could therefore be applied as an organiser of teaching practice (TP) in an open distance learning (ODL) context.