

## The State of Teaching Practice Planning at a Rural University in South Africa

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**ABSTRACT** This study sought to establish the status of teaching practice planning at Walter Sisulu University. The sample consisted of 50 participants (30 student teachers, 10 host teachers, 10 university lecturers). The mixed-methods approach consisting of quantitative and qualitative approaches was employed. Questionnaires and Focus Group Discussions were used to collect the data. Descriptive statistics were used to analyse quantitative data. Content analysis was used to analyse qualitative data. The study revealed that there was a serious lack of communication between the university and the schools used for teaching practice in the planning of the exercise. The role players in teaching practice were not fully involved in its planning. The majority of the host teachers were never involved in the planning for teaching practice. What was clear was that the planning of teaching practice is undertaken by the university alone without involving the host teachers. The study recommends collaborative planning of teaching practice by the university and the schools.