

Moulding A Reflective Teacher: A Broader Role For Kenyan School Principals In Teaching Practice

Ong'ondo C. O. and Jwan J. O

Abstract: *This paper presents a conceptualisation of teaching practice based on current literature on Teacher Education in which the principal of the practicum school could play a broader role. It highlights the importance of the teaching practice phase of teacher learning, proposes reflective teaching as a necessary goal of Teacher Education and presents teaching practice as an appropriate moment to start moulding student teachers as reflective practitioners. The principal's role in teaching practice therefore needs to go beyond the usual management procedures, to include pedagogical, mentoring, emotional and inductive support. This could be realised through carefully guided intervention or facilitation of structures and organisational communication within the schools. For this to be realised, there ought to be stronger linkages between Teacher Education institutions and schools and facilitation of collaborative forums to discuss the knowledge bases for teachers and develop a sense of shared responsibility and language for induction of teachers into the teaching profession.*