

This study presents an analysis of perceptions of student teachers, mentors and lecturers on models of secondary school teaching practice being employed in Zimbabwe. The major question that guided the study was how student teachers, mentors and lecturers perceived models of secondary school teaching practice being employed in Zimbabwe. The researchers used concurrent triangulation because it enabled the researchers to use both quantitative and qualitative methods of data collection concurrently and this helped the researchers to understand the phenomenon of interest. The population comprised of seven universities offering post -Advanced Level Bachelor of Education degree, three secondary teachers' colleges offering Diploma in Education, two hundred lecturers and four hundred mentors where the students had done their teaching practice. Four hundred and fifty current student teachers' undergoing teaching practice and three hundred and twenty former students also formed part of the population. The sample was selected through purposive sampling procedure. The findings revealed that whilst the lecturers feels that the models being employed are adequately preparing the students teachers,, however, the mentors and students thought that the models were not adequate. Students lacked the pedagogical skills to link theory into practice. In light of the findings the researchers recommend that pedagogical theoretical modules should not be treated separately from TP. TP should be developmental rather than it being an event.