Teaching is a complex activity. Its mastery requires systematic training. In Kenya, teacher education institutions have developed a teacher education component referred to as teaching practice which is used to provide pedagogical competence and professional experience to novice teachers. Through teaching practice student teachers are required to do actual teaching in the classroom, solve problems that arise during the lessons and assess learning outcomes. This paper is focusing on teaching practice perspective with a view to providing insight into its concept, dimensions, models, objectives, roles and suggests the way forward.