



TEACHERS REGISTRATION COUNCIL OF NIGERIA
[FEDERAL MINISTRY OF EDUCATION]
ABUJA

PROFESSIONAL STANDARDS FOR THE TEACHING PROFESSION IN NIGERIA



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Cover Photos:

TRCN inducting teachers at point of graduation; and a teacher and her pupils in a Nigerian classroom.



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VISION

An effectively regulated teaching profession in Nigeria founded upon robust teacher education and practice and where teacher quality, discipline, professionalism, reward and dignity match international standards.

MISSION

To assure teacher excellence and professionalism among teachers at all levels of the education system through effective registration and licensing of teachers; accreditation, monitoring and supervision of teacher education programmes; promotion of continuing professional development; maintenance of discipline and leading the overall renaissance of the teaching profession in Nigeria.

MOTTO

Teaching for Excellence

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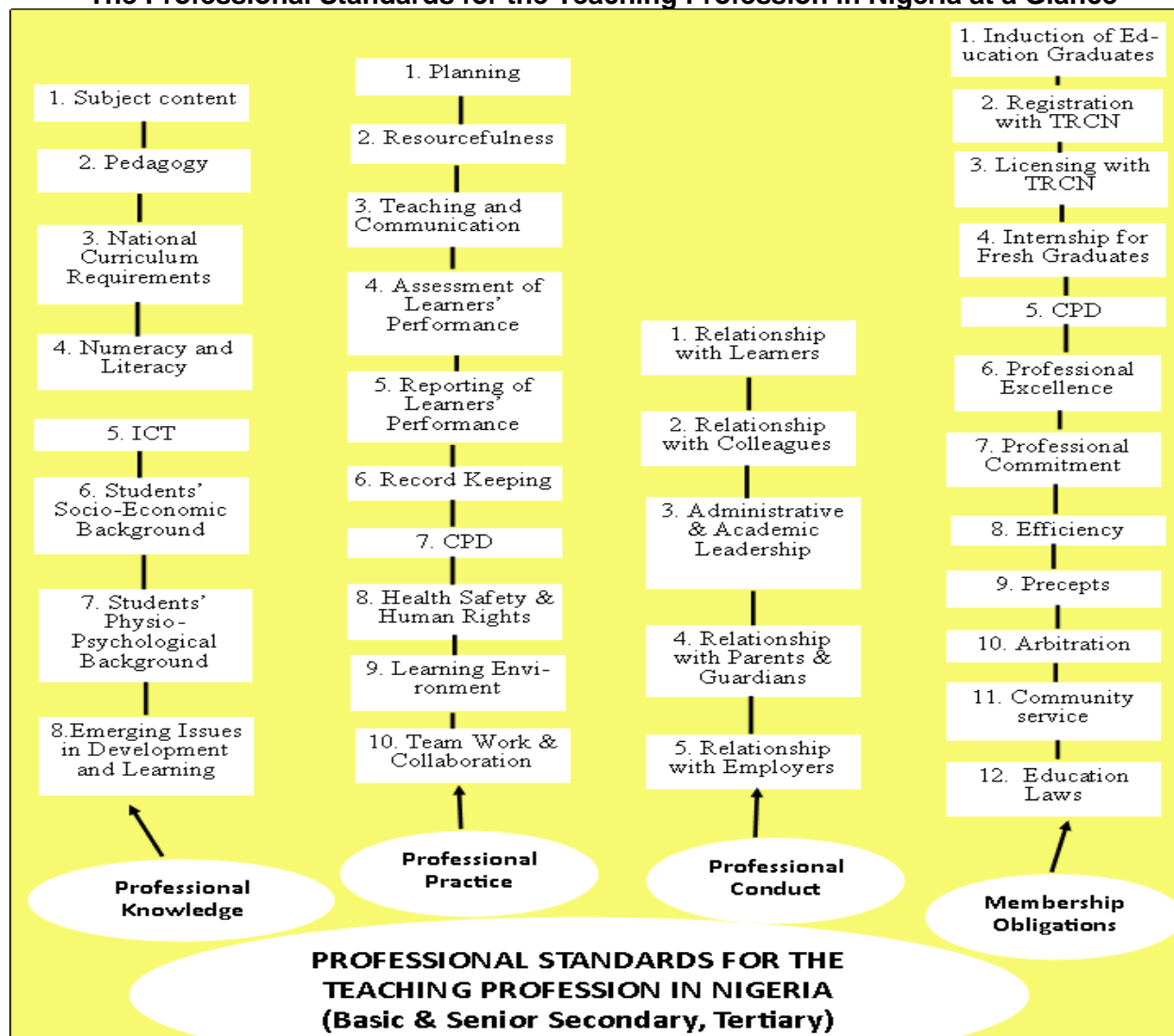
FOREWORD

Mallam Adamu Adamu
Hon. Minister of Education, Federal Republic of Nigeria

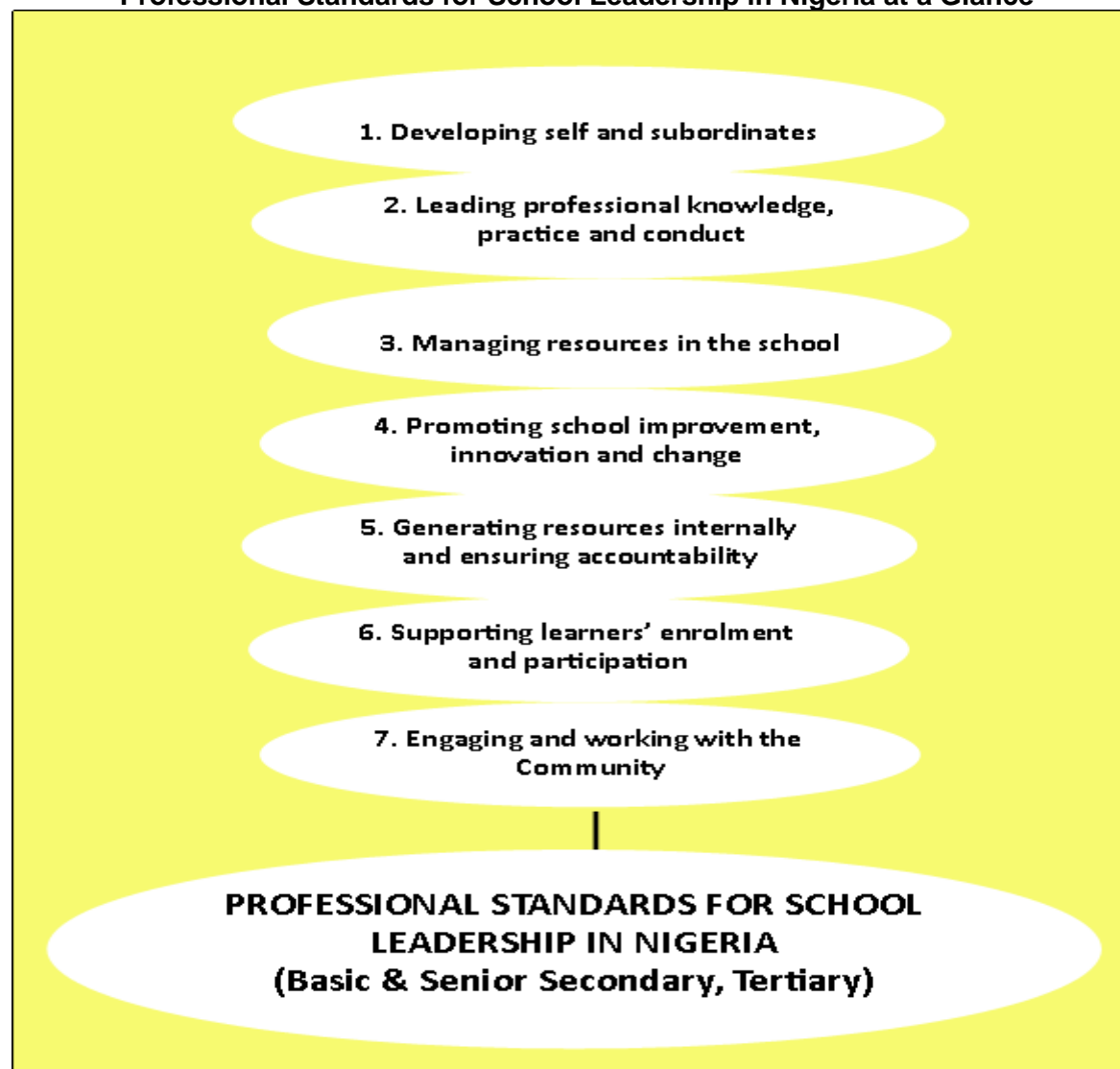
PREFACE

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The Professional Standards for the Teaching Profession in Nigeria at a Glance



Professional Standards for School Leadership in Nigeria at a Glance



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INTRODUCTION

1.1 Background of the Professional Standards

Teaching as a profession now has all the features of professionalism associated with other noble professions. Part of these features are coded and standardized instruments or documents called **Professional Standards** that clearly and precisely define what the professional must know and put into practice and the core values, ideals and conduct that the professional must exhibit. **Professional Standards** therefore refer to a *minimum set of knowledge, skills, values, attitude, conduct, rights, privileges and obligations expected of a professional*.

With the **Professional Standards for the Teaching Profession in Nigeria** at hand, there is no more ambiguity about what exactly a particular category of teacher is expected **to know** and **do** and how to assess these variables. Inability of a teacher to meet the **Professional Standards** will injure the pride, integrity and quality of the teaching profession in Nigeria and must be addressed following procedures established by the TRCN Act 31 of 1993. The TRCN Act is the apex and most important law enacted by the National Assembly of the Federal Republic of Nigeria to **regulate** and **control** the teaching profession **“in all aspects and ramifications”**.

The **Professional Standards for the Teaching Profession in Nigeria** are abstractions of the *National Minimum Academic Benchmarks* of the various Teacher Education Programmes in Nigeria, as well as several *national* and *international* legal frameworks and *education policies* which must guide the practice of the teaching profession in Nigeria and in the international community. By implication, it is an instrument to assist the professional regulatory authority (TRCN) and teacher education supervisory agencies (National Commission for Colleges of Education and National Universities Commission), employers of teachers, teachers unions, non-governmental organisations, international development partners, parents-teachers associations, school based management committees and other critical stakeholders to constantly *gauge, monitor* and *sustain* the performance of teachers on the job and to constantly *improve* teacher education.

It is important to note that the countries of the world have come under one umbrella for the purpose of regulating the teaching profession globally. The umbrella is the **International Forum of Teaching Regulatory Authorities (IFTRA)** with headquarters at the General Teaching Council of Scotland, United Kingdom. There is also the **Africa Federation of Teaching Regulatory Authorities (AFTRA)** with headquarters in South Africa and Nigeria. TRCN is a leading member of both IFTRA and AFTRA and is one of the foremost professional regulatory agencies in Africa. This means that Nigeria must take cognizance of not just the national but also global frameworks in the teaching profession and operate within such global frameworks for the teaching profession in Nigeria to continue to command the level of respect that it now enjoys through the role and position of TRCN in IFTRA and AFTRA. Part of the responsibility of Nigeria in this respect, is to bequeath to the nation **Professional Standards** that speak the *language* and *content* set by the international community for such vital documents and that is exactly what TRCN has tried to do by publishing this **Revised Professional Standards for the Teaching Profession in Nigeria**.

This publication is also very critical in accordance with the 2009 decision of the members of **IFTRA** to require teachers wishing to teach in other countries to mandatorily get a **Letter of Professional Standing** from their countries before their application for teaching license in the foreign

countries could be considered. TRCN regularly receives letters from all over the world requesting it to provide confidential professional report and assessment of Nigerians who have applied to teach in the various countries. TRCN shall be guided by the **Professional Standards for the Teaching Profession in Nigeria** in writing such reports. It is very clear that in most countries of the world today, teaching is taken very seriously as a profession and that Nigerians who fail to get favourable report from TRCN cannot get the teaching employment they seek to have outside Nigeria.

1.2 Reforms in the 2019 edition of the Standards

1.2.1 The new name of the Standards

The name of the Standards changed from “**Professional Standards for Nigerian Teachers**” to “**Professional Standards for the Teaching Profession in Nigeria**”. This change was intended to emphasize that the Professional Standards are for both Teaching and Teachers. This is against the emerging debates about what the proper title of the Professional Standards should be. While some say it should be “**Professional Teaching Standards**” (which is about the art of teaching), others opine that it should “**Professional Standards for Teachers**” (which is about the personality of the teachers). For TRCN and its national stakeholders, the Professional Standards serve to regulate the art of Teaching and personality dispositions of the Teachers, altogether.

1.2.2 The four-tier structure of the Standards

The 2019 edition has radically reformed the structure and, substantially, the content of the Professional Standards.

The Standards now have four distinctive parts as follows:

- i. Professional Standards for Basic and Senior Secondary Education
- ii. Professional Standards for Tertiary Education
- iii. Professional Standards for Leadership in Basic and Senior Secondary Education, and
- iv. Professional Standards for Leadership in Tertiary Education.

This demerging of the Standards according to the levels of the education system implies that the peculiarities of teaching and teachers at each level are now better taken care of. In addition, the Professional Standards for School Leadership have now been introduced in tandem with the international trend which requires that school leadership must also have professional standards. The trend underscores the importance of leadership in all human organisations and particularly the educational institutions.

1.2.3 Change from certificate to competences-based Standards

The reform dispensed with the categorisation of teachers according to academic qualifications and the structuring of the Standards following such categorisation. In effect, all teachers at the respective levels (Basic and Senior Secondary; and Tertiary) will now be assessed and licensed based on their competences rather than certificates.

1.2.4 The Emergence of the career path

In keeping with the international developments, the Standards have introduced career paths for teachers and school leaders in Nigeria. The career paths are as follows:

- i. Beginner
- ii. Proficient
- iii. Mentor and
- iv. Distinguished.

All teachers and school leaders are expected to pass through the path, starting from the **Beginner** the very moment they are found qualified and enter the profession till they graduate to the **Distinguished**. The career path is not another civil service salary grade level; rather, it is a ranking according to the levels of proficiency of the teachers and school leaders as professionals. Therefore, the position of the teachers and school leaders on the career path is not determined by their cadre in the civil service or political posting. Instead, it is determined purely by their professional proficiency. However, as the Teaching Profession in Nigeria advances, it is expected that the educational and political authorities who make appointment and placements in the education sector will be guided by the career path.

The career path is so powerful and fundamental in the new scheme of things that for each Professional Standard, the expected competences vary along the career path. It is therefore, one enduring foundation of the new Standards and every competence must clearly be matched with a particular position or stage on the career path. Overall, the career path has multidimensional benefits which include the following:

- i. The career path sanitises the entire system of Standards and brings about order and systematisation of the competences. Every competence is matched with a particular position on the career path and thus, the pathway to proficiency is clear and well defined.
- ii. The career path depicts the roles expected of teachers and school leaders. For instance, a Beginner and Mentor both can automatically understand their respective professional roles and responsibilities. This is against the practice where all teachers or leaders are lumped together without any distinction in their professional roles.
- iii. The career path creates dynamism in the profession by saddling every member with clear roles and responsibilities such that in every situation, teachers and school leaders are challenged to prove their competences.
- iv. The career path is known for its motivational force because with the ranking of the professionals, everyone develops an internal, voluntary urge to rise and excel, a phenomenon that is lacking were all teachers or school leaders are lumped together.
- v. The career path is also an important guide to teacher education and continuous professional development (CPD) of teachers and school leaders. In this case, every teacher education institution and CPD provider shall explicitly state and defend the specific competences and career stage their programmes apply to. Therefore, the accreditation of such programmes shall be on the basis of their ability to satisfy and meet the specific competences in the Professional Standards. This means that the era of haphazard teacher education and CPD is gone. Service providers shall no longer mount programmes in the name of training and retraining teachers without accreditation based on the Professional Standards.
- vi. The career path shall serve as a useful guide to the educational and political authorities in the appointment and deployment of professional teachers to critical positions in the education sector.
- vii. The career path shall replace the categorisation of teachers in the Teaching License issued by TRCN. Thus a teacher shall be categorised, for instance, as Beginner (Basic & Secondary), etc rather than category A, B, C or D.

Lastly, the award of the appropriate career path to teachers and school leadership and their periodic review shall be a collective responsibility of the TRCN in collaboration with the Quality Assurance Agencies of the Federal and State Ministries of Education. A teacher or school leader shall spend a minimum of five years on a particular position before applying for the review of the position on the career path.

1.2.5 Domains of the Professional Standards

The domains of the Professional Standards for Teaching and Teachers remain four, though the titles slightly changed as follows:

- i. Professional Knowledge
- ii. Professional Practice
- iii. Professional Conduct and
- iv. Professional Membership Obligations

For the newly introduced Professional Standards for School Leadership, there are seven for the Basic and Senior Secondary, and six for the Tertiary such as:

- i. Developing self and subordinates
- ii. Leading professional knowledge, practice and conduct
- iii. Managing resources in the school
- iv. Promoting school improvement, innovation and change
- v. Generating resources internally and ensuring accountability
- vi. Supporting learners' enrolment and participation
- vii. Engaging and working with the Community

1.3. The Statutory and Policy Framework of the Professional Standards for the Teaching Profession in Nigeria

In addition to the Teachers Registration Council of Nigeria Act 31 of 1993, several other national and international policy and legal documents provided the framework for the Professional Standards. The Standards shall therefore be read and implemented with the full cognizance of the enumerated national and international policies and laws.

1.3.1 Education (National Minimum Standards and Establishment of Institutions) Act Cap E3 of 1993

The Education Act of 1993 empowers the Minister of Education to maintain national minimum standards in education from the primary to university levels throughout the Federal Republic of Nigeria. These powers are exercised by agencies of the Federal Ministry of Education (which includes the Teachers Registration Council of Nigeria) on behalf of the Hon. Minister of Education.

Below are excerpts of the following provisions made by the Education Act with respect to power of the Minister of Education to set standards, approve educational institutions, close down illegal institutions and impose penalties on defaulters:

Section 1(1): *The responsibility for the establishment and maintenance of minimum standards in pre-primary and primary schools and similar institutions in the Federation is hereby vested in the Minister.*

Section 4(1): *The responsibility for the establishment and maintenance of minimum standards in secondary schools and similar institutions in the Federation shall be vested in the Minister. (2) The responsibility for the establishment and maintenance of minimum standards in the Federation in respect of teacher education not carried out as part of higher education is hereby vested in the Minister.*

Section 8 (1): *The responsibility for the establishment of minimum standards in polytechnics, technical colleges and other technical institutions in the Federation shall be vested in the Minister in consultation with the National Board for Technical Education and thereafter that Board shall have responsibility for the maintenance of such standards.*

Section 10(1): *The power to lay down minimum standards for all universities and other institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards is hereby vested in the National Universities Commission in formal consultation with the universities for that purpose, after obtaining prior approval therefore through the Minister, from the President.*

Section 12(1): *The Minister shall have the responsibility for the establishment of minimum standards in respect of (a) special education and (b) adult and non-formal education.*

Section 21: Application for establishment of institutions of higher education

Section 21(1): *Application for the establishment of an institution of higher learning shall be made to the Minister –*

- i. in the case of the universities, through the National Universities Commission,*
- ii. in the case of a polytechnic, or college of agriculture, through the National Board for Technical Education,*
- iii. in the case of a college of education, through the National Commission for Colleges of Education, and*
- iv. in any other case, through the Permanent Secretary of the Ministry of Education.*

Section 22: Power to close down erring institutions

Section 22(1): *Any institution established otherwise than in compliance (with the Act) may be liable to closure by the appropriate authority.*

The Education Act gives the Minister of Education and the agencies the power to inspect education programmes throughout the Federation to ensure that standards are maintained. It is this Act that formed the basis of the Acts made to regulate the various professions in the country of which TRCN Act 31 of 1993 is one. The fact derivable from the provisions of the Education Act is that the Professional Standards are legitimately a provision of the Education Act. The Education Act is among the critical legal documents that must be carefully studied in full in order to understand the **principles** and specifications of the *Professional Standards for Nigerian Teachers*. Special note must be taken about the purpose of teacher education as contained in the Education Act (and which was later captured by the National Policy on Education). The purpose of teacher education, according to the Education Act Section 7 are:

- i. To produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system mentioned in this Act,*
- ii. To encourage the spirit of enquiry and creativity in teachers,*
- iii. To help teachers fit into the social life of the community and society at large and to enhance their commitment to national objectives, and*
- iv. To enhance teachers' commitment to the teaching profession.*

1.3.2 The Constitution of the Federal Republic of Nigeria 1999

The Constitution of the Federal Republic of Nigeria (1999) Chapter 11 reveals the national “Fundamental Objectives and Directive Principles of State Policy” which are the objectives that the nation sets out to pursue in terms of education, politics, economy, environment, foreign policy, culture, etc. Teachers as the pivot of the education system and nation-builders must take cognizance of such Objectives and Principles in the

discharge of their professional duties. The Constitutional Objectives and Principles are consequently part of the rubrics of the Professional Standards for the Teaching Profession in Nigeria. In particular, special attention is given to section 18 of the Constitution that stipulates the national Educational Objectives and Principles as follows:

- i. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
- ii. Government shall promote science and technology.
- iii. Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide –
 - a) Free, compulsory and universal primary education;
 - b) Free secondary education; and
 - c) Free university education.

1.3.3 The National Policy on Education

The ***National Policy on Education (2013)*** has the expectation that teaching in Nigeria shall attain the highest standards possible. Therefore, it set the following goals for teacher education in Nigeria:

- i. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
- ii. Further encourage the spirit of enquiry and creativity in teachers;
- iii. Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals; Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and Enhance teachers' commitment to the teaching profession.

It also asserted that:

All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties. Information Technology (IT) training shall be incorporated into all teacher-training programmes...At the Nigeria Certificate in Education (NCE) and Degree levels, education programmes shall be expanded to cater for the requirements of technical, vocational, business and special education...Teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in the profession. (Nigeria, 2013:29-30).

The statements are indicative of the fact that Nigeria aims at producing and sustaining a teaching force that is among the best in the world. These can only be possible if the right Standards are put in place and faithfully implemented.

1.3.4 The National Teacher Education Policy

The National Teacher Education Policy (2014) consolidated the purposes of the teacher education stated in the National Policy on Education of 2013. Accordingly, the Policy stated the following as conditions for the success of the teaching profession in Nigeria and which the country is committed to implementing:

- i. Use of standards in the design of teacher education programmes, with a focus on outcomes and teacher performance.
- ii. Recruitment of quality candidates into teacher education programmes.
- iii. Sound grounding of teachers both in academic disciplines and pedagogy mastery and subject -based methodologies.

- iv. Developing in teachers, the skills of team work and reflection, mastery and application of ICT, as well as action research.
- v. Literacy promotion as an integral part of teacher preparation programmes.
- vi. Authentic assessment of teacher learning.
- vii. Closely linking pre-service and in-service teacher education curricula and programmes.
- viii. Increased opportunities for re-skilling and professional support for teachers on a continuous basis, especially at the local or school level.
- ix. Recognition of prior learning or experience in professional development programmes in decisions concerning career advancement.
- x. Provision of opportunities for continuous teacher promotion and recognition.
- xi. Encouragement of active participation of teachers in relevant professional bodies/associations.
- xii. Introduction of a reward and incentive system for exceptional teachers.
- xiii. Improved conditions of service (and of work) for teachers.
(Federal Ministry of Education, 2014:11-12)

1.3.5 UNESCO/ILO Position on the Status of the Teacher

The International Labour Organization and UNESCO Recommendation concerning the Status of the Teachers (1966) and the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997) in strong terms proclaimed teaching as a profession and made serious recommendations to safeguard this professional status. In 1984, the International Labour Organization and UNESCO again issued a document titled: *THE STATUS OF TEACHER: An Instrument for its improvement: The International Recommendation of 196 Joint Commentaries by the ILO and UNESCO*. The document had more than 142 recommendations, covering guiding principles, educational objectives and policies, preparation for the profession, further education for teachers, employment and career, rights and responsibilities of teachers, conditions for effective teaching and learning, teachers' salaries and social security, among others. Below are selected recommendations (Rec.) on professionalisation, discipline, rights and responsibilities of a teacher:
On Professionalisation of teaching it had the following to say:

(a) Professionalisation

Rec. 6: Teaching should be regarded as a profession: It is a form of public service which requires expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.

Rec. 11: Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.

Rec. 13: Completion of an approved course in an appropriate teacher-preparation institution should be required of all persons entering the profession.

Rec. 21(1): All teachers should be prepared in general, special and pedagogical subjects in universities, or in institutions on a level comparable to universities, or else in special institutions for the preparation of teachers.

Rec. 23: Education for teaching should normally be full time; special arrangements may be made for older entrants to the profession and persons in other exceptional categories to undertake all or part of their course on a part-time basis, on condition that the content of such courses and the standard of attainment are on the same level as those of the full-time course.

Rec. 28: Teacher preparation institutions should form a focus of development in the education service, both keeping schools abreast of the results of research and methodological progress, and reflecting in their own work the experience of schools and teachers.

Rec. 46: Teachers should be adequately protected against arbitrary action affecting their professional standing or career.

1.3.6 The UN Sustainable Development Goals (SDG4), and African Union Agenda 2063 and Continental Education Strategy for Africa (CESA 16-25)

There are many current international impetuses for the development of the Professional Standards for the Teaching Profession all over the world. Among them is the SDG4 which asserts: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2015). The SDG4c (which is a Target of the SDG4) states that "By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States" (UNESCO, 2015). In addition to these, the African Union has an overarching vision encapsulated in the document titled, *Agenda 2063: The Africa We Want*. This Agenda has the vision that, by 2063, Africa will be at par with other parts of the world in educational attainments and socio-economic and political prosperity. Also, to accelerate the implementation of the SDG4 in Africa, the African Union has published a blueprint to guide educational development in Africa. The blueprint is titled, the Continental Education Strategy for Africa (CESA 2016-2025). These documents clearly recognised teaching as a strategic position that must now be built upon all the relevant tenets of professionalism in order to deliver the kind of education system that the continent and global community had envisaged.

1.3.7 Other documents

In addition to the policy and legal framework cited above, the documents listed below and others are part of the framework for the Professional Standards and teachers are advised to be conversant with their provisions:

- a) *United Nations Declaration on Human Right, 1947*
- b) *The Corrupt Practices and Other Related Offences Act, 2000 of Nigeria.*
- c) *The Child Rights Act, 2003 of Nigeria.*
- d) *Financial Regulations of the Federal Republic of Nigeria, 2000.*
- e) *The Public Service Rules of the Federal Republic of Nigeria, 2000.*

PART 1

PROFESSIONAL STANDARDS FOR THE TEACHING PROFESSION IN NIGERIA - BASIC AND SENIOR SECONDARY EDUCATION

SECTION ONE PROFESSIONAL KNOWLEDGE

STANDARDS	EXPECTED PERFORMANCE			
	Beginner	Proficient	Mentor	Distinguished
Sub-Theme 1: Subject Content				
(1) Understand the content of the subjects they teach.	Teachers' knowledge covers all the themes and topics stipulated in the subject curriculum issued by the appropriate curriculum authority. For instance, a teacher in Basic and Secondary Education levels is expected to demonstrate clear understanding of the subjects, themes and topics in the Basic School Curriculum issued by the Nigerian Educational Research and Development Council (NERDC) and other global standards. Demonstrate knowledge and understanding of applications of the inter-relationships among concepts across all subjects at all level. Demonstrate capacity and interest in self development	Same as for Beginner but with more in-depth. For instance, a teacher of Mathematics in Basic and Secondary Education levels is expected to demonstrate understanding of the themes and topics stipulated in the curriculum of Senior Secondary School Mathematics issued by NERDC, and other global standards. Demonstrate knowledge and understanding of applications of the inter-relationships among concepts across subjects at all level. Demonstrate understanding of children' learning and assessment and carryout Teaching at the Right Level (TARL).	Demonstrate understanding of their areas of specialisation as prescribed by the Minimum Academic Standards at the national and international levels for the subject. Demonstrate skills and capacity to train, support and mentor others. Demonstrate clear understanding of differential learning and application of TARL. Demonstrate capacity to assess learning. Demonstrate capacity and interest in self-development and write reports.	Demonstrate skills, and knowledge in assessments, evaluation and design of training programmes as prescribed by the Minimum Academic Standards and have advanced knowledge of areas of specialisation based on recent theories and research findings at national and international levels. Demonstrate capacity and interest in self-development and conduct action research.

		Demonstrate capacity and interest in self development		
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Sub-Theme 2: Pedagogy				
(2) Know how to teach subject content to their students and related assessment and monitoring strategies.	<p>Demonstrate skills and clear understanding of the general and specialized strategies for teaching, assessing and monitoring students' performance in their subjects.</p> <p>Demonstrate capacity to develop and utilize relevant instructional materials.</p> <p>Demonstrate capacity to support learners' creativity and innovation through individual, pair and group work.</p> <p>Demonstrate capacity to utilise technology for teaching and learning.</p> <p>Have clear understanding of the health and nutrition of learners</p>	<p>Demonstrate clear skills and knowledge of how to utilize different behaviour management strategies to empower learners, classroom management, growth and learner development.</p> <p>Demonstrate capacity to facilitate learning through learner centred activities</p> <p>Demonstrate clear understanding of how learners learn.</p> <p>Demonstrate understanding of how to work with parents to support student learning</p>	<p>Exhibit deep understanding of the strengths and weaknesses of the various strategies most suitable for specific situations.</p> <p>Demonstrate capacity to identify needs, materials and equipment necessary for a good learning environment and making request to the appropriate manager.</p> <p>Demonstrate capacity to assess the proficiency of other teachers and provide support and mentoring.</p> <p>Demonstrate capacity to conduct learning events outside the school through study visits and excursion to relevant sites</p>	<p>Demonstrate skills and knowledge of innovations and global best practices in the methodologies for project-based teaching, research, assessing and monitoring student performance in their subjects.</p> <p>Demonstrate capacity to identify needs, support and mentor other teachers</p>
(3) Understand how to select Teaching Learning Resource (TLR) for a particular subject	Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) from each subject – matter appropriate to aid the effectiveness of teaching and learning of a particular subject.	Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) from each subject – matter appropriate to aid the effectiveness of teaching and learning of a particular subject.	Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) from each subject – matter appropriate to aid the effectiveness of teaching and learning of a particular subject.	Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) from each subject – matter appropriate to aid the effectiveness of teaching and learning of a particular subject.

	<p>Demonstrate capacity to use appropriate Open Education Resource (OER)</p> <p>Demonstrate skills to use technology for teaching.</p>			
(4) Know how to evaluate learning	<p>Demonstrate knowledge and skills of how to evaluate vis-a-vis the objectives to be achieved. (cognitive, Affective and psychomotor domains). Demonstrate skills and understanding of assessment, feedback, monitoring and evaluation of the learner.</p> <p>Demonstrate skills and understanding of the strategies for effective feedback from learners and the entire system.</p> <p>Demonstrate capacity to collect and analyse data on every student.</p>	<p>Demonstrate skills and understanding of how to evaluate vis-a-vis the objectives to be achieved. (cognitive, Affective and psychomotor domains)</p> <p>Demonstrate knowledge and understanding of assessment, feedback, monitoring and evaluation of the learner.</p> <p>Demonstrate skills and understanding the strategies for effective feedback from learners and the entire system.</p> <p>Demonstrate capacity to collect and analyse data on every student.</p>	<p>Demonstrate skills and understanding of how to evaluate vis-a-vis the objectives to be achieved. (cognitive, Affective and psychomotor domains)</p> <p>Demonstrate skills and understanding of assessment, feedback, monitoring and evaluation of the learner.</p> <p>Demonstrate skills and understanding the strategies for effective feedback from learners and the entire system.</p> <p>Demonstrate understanding of how to conduct action research.</p> <p>Demonstrate capacity to identify needs, support and mentor other</p>	<p>Demonstrate skills and understanding of how to evaluate vis-a-vis the objectives to be achieved. (cognitive, Affective and psychomotor domains)</p> <p>Demonstrate skills and understanding of assessment, feedback, monitoring and evaluation of the learner.</p> <p>Demonstrate skills and understanding the strategies for effective feedback from learners and the entire system.</p> <p>Demonstrate understanding of how to conduct action research.</p> <p>Demonstrate capacity to identify needs, support and mentor other</p>

Sub-Theme 3: National Curriculum Requirements				
(5) Understand the national curriculum and international standards.	Demonstrate understanding and knowledge of relevant sections of the national curriculum. Demonstrate knowledge of other curriculum areas. Demonstrate knowledge and skills of developing lesson plans based on the curriculum Demonstrate understanding of inter-disciplinary relationships with the different subjects.	Demonstrate knowledge and understanding of the assessment requirements for their subject and curriculum areas including requirements of the various national examinations. Demonstrate skills of developing scheme of work based on the curriculum Demonstrate understanding of inter-disciplinary relationships with the different subjects.	Demonstrate knowledge and understanding of the sources of national and international statistical and related information needed to assess curriculum performance. Demonstrate knowledge and understanding of each subject in the curriculum and its inter-disciplinary relationships with the different subjects. Demonstrate capacity to identify needs, support and mentor teachers	Show in practice how to use national educational statistics and related information to accurately evaluate and improve curriculum implementation. Demonstrate knowledge and understanding of each subject in the curriculum and its inter-disciplinary relationships with the different subjects. Demonstrate capacity to design curriculum

Sub-Theme 4: Literacy and Numeracy				
(6) Understand and demonstrate literacy and numeracy.	Demonstrate competence in how to teach phonics and basic reading and writing skills in English and language of the environment. Demonstrate capacity to encourage reading of books and writing of short stories. Demonstrate understanding of the basic operations of	Exhibit advanced ability to comprehend literature, grammar and syntax; demonstrate how to write essays, compositions, applications, feature article and similar assignments. Display advanced quantitative aptitudes. Display knowledge and understanding of how	Display proficiency in written and spoken English and language of classroom instruction. Teachers understand the use of technology to develop data base of their students' activities and reports and related assignments. Demonstrate knowledge and understanding of how language learning	Display proficiency in written and spoken English and language of classroom instruction in international context. Demonstrate how to use the latest statistical packages to analyse and present research findings and to draw inferences. Demonstrate knowledge and understanding of how language learning promote communication in real life.

	<p>addition, subtraction, multiplication, and division as well have general quantitative aptitudes.</p> <p>Demonstrate knowledge and understanding of how to use learning to promote communicate in real life situation.</p> <p>Demonstrate knowledge and understanding of the application of quantitative and qualitative reasoning in real life situations.</p> <p>Demonstrate the knowledge and skills of how to teach shapes, objects and measurement</p>	<p>learning promote communication in real life.</p> <p>Demonstrate knowledge and understanding of the application of quantitative and qualitative reasoning in real life situations.</p>	<p>aids total communication in real life.</p> <p>Demonstrate knowledge and understanding of the application of quantitative and qualitative reasoning in real life situations.</p>	<p>Demonstrate knowledge and understanding of the application of quantitative and qualitative reasoning in real life situations.</p>
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Sub-Theme 5: Information and Communications Technology				
<p>(7) Understand the application of modern Information and communication technology for education.</p>	<p>Display understanding of basic computer appreciation and use technology for education.</p> <p>Demonstrate the use of technology for data collection.</p> <p>Demonstrate capacity to use technology for self-development.</p> <p>Demonstrate capacity to use technology in giving students tasks.</p>	<p>Demonstrate capacity of organising virtual classrooms. .</p>	<p>Exhibit capacity to identify need, train, support and mentor teachers.</p> <p>Display capacity to conduct academic research using modern technology.</p>	<p>Lead a robust relationship with the international academic community using information and communication technology.</p> <p>Lead actions to give academic work maximum enrichment and visibility to the global community.</p>

<p>(8) Understand the use of digital technologies for teaching and learning</p>	<p>Demonstrate knowledge and understanding of technological concepts and the benefits of digital technologies to improve teaching and learning in the classroom. Demonstrate secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use them competently to enhance teaching and learning. Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of digital technologies in teaching and learning. Demonstrate knowledge and understanding to Implement teaching strategies for using digital technology to expand curriculum learning opportunities for pupils and students. Demonstrate knowledge and</p>	<p>Demonstrate knowledge and understanding of technological concepts and the benefits of digital technologies to improve teaching and learning in the classroom. Demonstrate secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use them competently to enhance teaching and learning. Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of digital technologies in teaching and learning. Demonstrate knowledge and understanding to Implement teaching strategies for using digital technology to expand curriculum learning opportunities for pupils and students. Demonstrate knowledge and understanding that will enable learners to make full use of well-chosen resources, including digital</p>	<p>Demonstrate advanced knowledge and understanding of technological concepts and the benefits of digital technologies to improve teaching and learning and collaborate with colleagues to accumulate resources and knowledge in digital technologies for learning.</p>	<p>Lead colleagues in the research and accumulation of resources and researching findings on the application of digital technology to teaching and learning.</p>
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	<p>understanding that will enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning. Demonstrate knowledge and understanding of abuses and addictions to digital technologies.</p>	<p>technologies to support teaching and learning. Demonstrate knowledge and understanding of abuses and addictions to digital technologies.</p>		
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Sub-Theme 6: Students' Socio-Economic Background				
<p>(9) Knowledge of the diverse socio-cultural, ethnic and religious backgrounds of students and effects of these factors on learning.</p>	<p>Demonstrate knowledge of the diversity of religions and cultures in Nigeria; the various social, economic and political situations and the effects on learning and the strategies to help each learner to achieve excellent academic results notwithstanding the background Demonstrate the understanding and capacity to treat all children with respect and dignity Understand and demonstrate how to treat each student based on their individual difference.</p>	<p>Illustrate the best ways to engage learners from specific social backgrounds which give all learners equal educational opportunity.</p>	<p>Apply different research methods to gain deeper insight into the nature of social backgrounds, impact on learning and how to deliver the best teaching in all situations. Demonstrate capacity to identify needs of teachers, train, support and mentor them.</p>	<p>Lead researches and findings that yield global best practices in dealing with learners of different backgrounds and use it to advance learning process.</p>

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Sub-Theme 7: Students' Physio-Psychological Background				
(10) Knowledge of the stages of human development and the physical, social and intellectual implications of each stage.	Illustrate the stages of human development; the impact of the stages on physical, social, and psychological activities of the learner; and how to deal effectively with persons at the various stages of development. Display knowledge and understanding of effective strategies to help learners engage in self-monitoring of their own development and learning.	Utilise research methods that can enable them to actively and constructively engage in discovering more about the stages of human development and how to deal with the educational implications of the various stages. Display knowledge and understanding of effective strategies to help learners engage in self-monitoring of their own development and learning.	Utilise advanced knowledge of the stages of human development, implications and strategies for successful Learning. Apply research findings that have addressed implications of the stages of human development for Nigerian Education and useful strategies. Apply effective strategies to help learners engage in self-monitoring of their own development and learning. Demonstrate capacity to identify needs, train, support and mentor others.	Lead on-going knowledge of researches and findings that yield global best practices in dealing with learners at the various stages of human development. Utilise effective strategies to help learners engage in self-monitoring of their own development and learning.
(11) Understand how their students learn.	Illustrate theories of learning and the learners' individualized approach to learning. Demonstrate the effect of students' aptitudes on learning and the strategies for meeting the needs of each learner.	Correctly identify learners with difficulties and the strategies or avenues open to assisting them.	Apply individualized instructional strategies that bring out the best potentials in each learner. Demonstrate capacity to identify needs, train, support and mentor others.	Lead research and come up with the latest findings dealing with individualized instructions and strategies for assisting learners to attain optimum academic achievements.

Sub-theme 8: Emerging Issues in Development and Learning

<p>(12) Understand different learning styles</p>	<p>Display knowledge and understanding of the existence of different learning styles for acquiring knowledge (e.g. visual, auditory and Kinaesthetic learning styles)</p>	<p>Apply knowledge and understanding of the existence of different learning styles for acquiring knowledge (e.g. visual, auditory and Kinaesthetic learning styles)</p>	<p>Collaborate with colleagues to advance knowledge and understanding of the existence of different learning styles for acquiring knowledge e.g (visual, auditory and Kinaesthetic learning styles)</p> <p>Exhibit advanced capacity to identify needs, train, support and mentor others.</p>	<p>Model knowledge and understanding of the existence of different learning styles for acquiring knowledge (e.g. visual, auditory and Kinaesthetic learning styles)</p>
<p>(13) Understand characteristics of learners with learning challenges.</p>	<p>Demonstrate knowledge and understanding of characteristics of learners with specific learning challenges: (i) Psycho-social: example physically challenged and all impairments (ii) Inclusiveness: gender, special health challenge, post-trauma victims etc.</p>	<p>Apply knowledge and understanding of the characteristics of learners with specific learning challenges: (i) Psycho-social: example physically challenged and all impairments (ii) Inclusiveness: gender, special health challenge, post-trauma victims etc.</p>	<p>Exhibit advanced knowledge and application of the characteristics of learners with specific learning challenges: (i) Psycho-social: example physically challenged and all impairments (ii) Inclusiveness: gender, special health challenge, post-trauma victims etc. Demonstrate capacity to identify needs, train, support and monitor others.</p>	<p>Model the most appropriate handling of learners with specific learning challenges: (i) Psycho-social: example physically challenged and all impairments (ii) Inclusiveness: gender, special health challenge, post-trauma victims etc.</p>
<p>(14) Understand</p>	<p>Display knowledge and</p>	<p>Utilise the knowledge and understanding of</p>	<p>Collaborate with colleagues to advance</p>	<p>Lead research and improvement programmes</p>

remediation for at-risk learners	understanding of procedure for remediation for at-risk learners	procedure for remediation for at-risk learners	procedures for remediation for at-risk learners	for remediation for at-risk learners.
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SECTION TWO PROFESSIONAL PRACTICE

STANDARDS	EXPECTED PERFORMANCE			
	Beginner	Proficient	Mentor	Distinguished
Sub-Theme 1: Planning				
(15) Planning learning programmes.	Plan learning programme by articulating all the requirements for the successful delivery of the specific topics and ensuring that they are met and should clearly show progression across age and general ability of learners.	Design education programmes that clearly show progression across age and general ability of learners.	Take cognizance of need for both curricular and co-curricular activities and provide for classroom and out of class learning experiences.	Lead ideas in the best strategies for planning, organizing and forecasting learning programmes and outcomes.
(16) Planning teaching and learning goals.	Display creativity in planning topics ahead of the delivery and set out clearly goals and objectives the lesson must achieve.	Adapt creatively lesson plans to classroom as well as homework objectives and goals.	Assist colleagues in planning and adapting lesson objectives to general educational goals.	Model the art of framing learning goals and objectives that best achieve overall curriculum goals.
(17) Selection and organisation of content with preparation of lesson notes	Select appropriate content and state the sequences of delivery using suitable written lesson plans and lesson notes.	Display advanced skill at content selection and statement of the sequences of delivery evidenced by suitable written lesson plans and lesson notes.	Display versatile in the articulation of various forms of lesson plans and notes that suit several purposes and topics of the teaching subject.	Lead the development of lesson plans and notes that reflect the best trends around the world.

Sub-Theme 2: Resourcefulness			
(18) Selection, development and use of instructional resources.	Select and collect appropriate instructional materials and resources; improvise. Use appropriate instructional material and resources demonstrate and apply technology in education	Apply advanced computer and technology aided resources in teaching.	Model excellent skills in the application of modern technology to teaching and learning.

Sub-Theme 3: Teaching and Communication				
(19) Effective communication and classroom interaction with students.	Use effectively spoken languages gesture symbol signs, skilful questioning and other strategies that promotes participatory learning and concise understanding of the learner	Demonstrate advanced ability to effectively pass information to learners and to understand precisely expressions of opinions and feelings of the learner.	Teach and motivate colleagues to develop excellent writing and speech skills that distinguish them in groups and make them popular choice when the need for public speaker arises.	Model communication expertise - excellence in the language of instruction and a master of the art classroom information management and public speech.
(20) Student grouping.	Utilize various grouping techniques and group exercises and projects to elicit effective participation and boost learning by students.	Development and implement skills to deepen student grouping and use increasing teaching experiences to continually improve the performance of learners.	Engage in research to discover and apply very sound knowledge of group dynamics and the application of the most effective strategies for group and collaborative work among learners.	Lead the discovery and application of the latest scientific breakthroughs and research findings in group dynamics to elicit learner enthusiasm and track record learning outcomes.
(21) Teaching strategies.	Apply several teaching strategies including excursion; project; <i>demonstration</i> ; problem solving etc.	Constantly invent and reorganize strategies that address specific needs of their learners and remain open minded to learners' opinions that may assist in deciding strategies.	Devise effective mix of lecture and other teaching strategies including project, problem-solving, field trip, demonstration, seminar, etc to promote learning.	Inspire teachers to utilize appropriate state of the art lesson delivery; strategies that may be obtained in anywhere in the world based on international best practices.

Sub-Theme 4: Assessment of Learners' Performance				
(22) Development and administration of assessment that are reliable and valid and directly related to the subject content to ascertain periodically the progress of learners	Assess knowledge, skills and values of learners in their subjects using formative, summative and observation strategies in enhancing the learning outcome at least thrice in a term.	Raise the aptitudes and motivation of learners towards regular academic assessment and assist learners to see testing as necessary part of learning.	Make testing a collaborative activity between the teacher and learners in which both enthusiastically participate in determining the nature and success.	Institutionalize testing and inspire learners towards effective self-evaluation.
(23) Clinical assistance to students.	Demonstrate ability to identify different categories of learners' needs and provide remedial measures such as professional counselling, extra time etc. to handle such needs.	Give extra time and special attention to assisting learners with slow progress or deficient in the subject.	Extend teaching beyond classrooms in forms of projects, home-work, professional counselling and even occasional visitation to students with special needs.	Model expertise in the management of learners with special needs.

Sub-Theme 5: Reporting				
(24) Providing feedback to students, parents, guardians and other stakeholders.	Provide feedback to students, <i>parents and guardians to monitor and ascertain progress in the learning process.</i>	Engage students, in meaningful dialogue regarding their performance and factors responsible for level of performance, identifying areas of possible improvement.	Take steps to assist learners overcome obstacles revealed by assessments and dialogues following such assessments.	Regularly present learners with comprehensive records and information regarding their performance and constructively engage them on the basis of the feedback towards improving their performance.

Sub-Theme 6: Record Keeping				
(25) Maintaining records of students' performance in acceptable formats, storage and retrieval systems.	Keep records of students' assessments and results in formats prescribed by the school or higher authorities, ensuring that the assessments and results are secure, easily readable and retrievable.	Keep both hard and soft copies of students' assessments and results; provide detailed analysis of the results and inferences that point out likely strategies for sustaining good performance and rectifying failures.	Aspire to master and adopt advanced forms of record keeping and to improve their record keeping skills and practices from time to time.	Lead colleagues towards global best practices in the use of virtual (electronic) strategies to acquire, analyse, store, report and disseminate student records as well as receive appropriate feedback.

Sub-Theme 7: Continuing Teacher Professional Development				
(26) Teachers' development needs.	Periodically carry out self-assessment and come up with development opportunities available to remedy identified weakness.	Constructively engage education stakeholders and participate in education review summits, workshops and conferences from time to time in order to be equipped with realistic assessment of educational programmes.	Engage in research to discover and adopt best practices available in the profession.	Lead turn-around strategies for colleagues, schools and the education sector in areas and issues that require improvement.

Sub-Theme 8: Health, Safety and Human Rights				
(27) National and international laws and education policies concerning Human and Child's Rights, fundamental human rights,	Take cognizance of all relevant health, safety and human rights issues provided in several organisational, national and international laws and education policies while dealing with learners.	Demonstrate awareness of the cases and situations of child abuse and take appropriate remedial action.	Implement first aid procedures, and seek professional advice and counselling for learners whose health, safety and human rights have been compromised.	Engage the relevant authorities to sustain versatile knowledge and practices, and disseminate and monitor compliance of the relevant educational laws and policies on health, safety and human rights by teachers.

rule of law and safety and appropriate learning environment.				
(28) Identification of children with extreme performances - the gifted/talented and those with physical, emotional, mental and other challenges to support them and refer special cases for appropriate attention.	Identify learners whose performances are extremely high (the gifted and talented) and extremely low (due to physical, social, economic, emotional and other challenges) to give them support and to refer necessary cases to superior authorities for appropriate action.	Deepen the strategies for identification and handling of special learners in the school system	Assist the school to implement advanced programmes for identifying talented and gifted learners; and taking responsibility for treating the learners appropriately and linking them up with special persons and institutions that deal with such cases.	Play leadership role in the identification and nurturing of talented and gifted learners.

Sub-Theme 9: Learning Environment				
(29) Creating and sustaining exciting learning situations based on excellent classroom management and	Apply excellent classroom management and leadership skills. Create exciting classroom atmosphere that empowers learner participation, confidence in instructional processes,	Make discipline and conscientiousness the foundation of classroom environment and thereby promote purposefulness and independent study among learners.	Create self-learning environments and empower learners to seize all learning opportunities wherever they may be found – in and out of the classroom.	Develop learning environment that are captivating and eliciting highest learning outcomes possible; and serve as inspiration for colleagues that require improvement of their classroom management skills.

leadership skills.	discipline, and accomplishment of learning objectives by students with minimum supervision.			
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Sub-Theme 10: Team Work and Collaboration				
(30) Working as team members.	Seize relevant opportunities to work with colleagues. Practise team research and team teaching.	Give and receive coaching and mentoring from colleagues. Create enabling environment for charismatic leadership and promote the culture of collective responsibility.	Jointly executive projects and researches, publish scholarly papers, organize conferences and workshops and deliver lectures for both their students, local and international audiences.	Model charismatic team leadership, and creating bonds among colleagues that may lead to globally renowned team research findings, publications and other scholarly works.

SECTION THREE PROFESSIONAL CONDUCT

STANDARDS	EXPECTED PERFORMANCE			
	Beginner	Proficient	Mentor	Distinguished
Sub-Theme 1: Relationship with Learners				
(31) Teachers honour learners' rights and dignity. Teachers have empathy for learners. Teachers maintain confidentiality of learners' personal information. Teachers do not administer corporal punishment on learners. Teachers put their ideological beliefs and influences under guard when dealing with learners.	Show respect for the learner's right and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age, etc. Show maximum consideration for the feelings and circumstances of learners. Protect information about learners given in confidence except by law or in the interest of the learner, parents/guardians or in public interest. Avoid the administration of corporal punishment learners.	Collaborate with colleagues develop creative ways to nurture good teacher-learner relationship.	Engage in research to discover and improve teacher-learner relationship.	Model best practices in relationship with learners. Initiate and lead programmes that create the best possible teacher-student relationship.

<p>(32) Responsibility for educational programmes.</p>	<p>Take responsibility for diagnosing, advising, prescribing implementing and evaluating subjects, courses and educational programmes and instructions placed under their care and shall not delegate these functions to other persons except in limited cases and with their direct supervision.</p>	<p>Participate in the implementation of educational programme</p>	<p>Direct the implementation of educational programme</p>	<p>Lead the implementation of educational programme</p>
<p>(33) Sexual and related issues</p>	<p>Avoid use of position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug trafficking and addiction, and other related vices.</p>	<p>Identify likely breaches and take preventive steps.</p>	<p>Motivate colleagues to develop virtues that promote respect to learners' privacy and self-dignity.</p>	<p>Lead improvement of the checks and balances that protect learners' privacy and self-dignity.</p>
<p>(34) Disassociation with Corruption and illegal learner groups</p>	<p>Demonstrate honesty and transparency in financial and related transactions. Bring to the notice of authorities any illegal student organisation existing in the school, or any demeanour by learners deemed by law or public morality to be inimical to social and moral order of society such as secret cults, gay associations, etc</p>	<p>Identify and caution others against these vices and give maximum co-operation to relevant authorities to eradicate them.</p>	<p>Collaborate with colleagues to develop strategies to advance the honesty and transparency among teachers and good conduct among students.</p>	<p>Lead the implementation of best practices. Serve as role model to learners, showing high degree of honesty and transparency, as well as decency in speech, mannerism, discipline, dressing and general performance of roles.</p>

(35) Inspire discipline among learners.	Demonstrate good management of learner behaviour	Apply advanced strategies for behaviour management.	Inspire learners to behave in a civil and disciplined manner.	Model best behaviour and lead improvement programmes for learner behaviour.
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Sub-Theme 2: Relationship with Colleagues				
(36) Mutual respect and esprit de corps among teachers. Zero tolerance for social discrimination.	Share relationship that is mutually beneficial and aimed at uplifting the profession to the highest level. Cooperate with one another to achieve professional goals. Seek assistance from colleagues in tasks beyond their management or professional ability when necessary. Junior teachers have respect for their seniors in both formal and informal contacts, and show willingness to learn from them. Teachers should not make derogatory remarks on one another or undermine the integrity of colleagues in any circumstance.	Maintain and promote mutual relationship with colleagues	Develop strategies for team spirit and collaboration.	Demonstrate team leadership and inspire colleagues to advance their joint programmes and projects.
(37) High integrity.	Demonstrate honesty, integrity and trustworthiness in all conducts. Avoid touting. canvassing for clients and plagiarism.	Identify behaviours that tend to fail the integrity test and seek solution.	Collaborate with colleagues to develop self-improvements in behaviour	Model best practices and assist colleagues that require counselling and professional intervention.

	Teachers relate equally with all colleagues irrespective of religion, culture, race, gender, political inclination, etc. Teachers should not use dubious or unethical means such as deception, misinformation, etc, to take away clients and learners of colleagues. Teachers should not unduly advertise themselves in order to gain undue advantage over colleagues or to suggest that they possess extra-ordinary knowledge and skills which they do not actually have.			
(38) Respect for copyright laws	Recognize and respect copyright laws regarding the work and contributions of colleagues and other scholars.			
(39) Maintenance of law and order	Resolve differences with colleagues internally.	Utilize wisdom, experience and commitment to the profession in assisting colleagues to amicably settle disputes.	Contribution to the body of knowledge and practices amicable resolution of misunderstandings among colleagues.	Model good behaviour and play leadership role in conflict resolution and creating good relations among colleagues.

Sub-Theme 3: Administrative and Academic Leadership				
(40) Inspiring and motivating subordinates to have very pleasant and charismatic personality and being objective in the discharge of duties.	Demonstrate effective leadership traits towards all including subordinates through exemplary character or behaviour. Showing unalloyed commitment official responsibilities.	Apply knowledge of good leadership styles in the day-to-day discharge of responsibilities.	Give necessary incentives to colleagues and learners to empower them to advance in their personal, learning and professional goals.	Exhibit charisma, foresight, justice, empathy, self-respect, selflessness, honesty, consistency, moral uprightness, etc in discharge of responsibilities. Lead improvements in the leadership capacity of colleagues and the school in general.
(41) Democratic decision making, contributing to academic development, ensuring all round development of learners and serving as vanguards against examination misconduct	Demonstrate good knowledge of the democratic culture and practices in schools. Demonstrate the implications of all-round development of learners. Demonstrate knowledge of the damages done to any education system by examination malpractice and strategies to curb it.	Keep abreast of developments in theory and practice in schools, all-round development of learners, and strategies for elimination of examination malpractices.	Promote democratic leadership styles in the school and improve capacity of colleagues to appreciate and abide by democratic values.	Model democratic values, and create opportunities to give voice to all colleagues and learners in the school. Leading the enhancement of all-round development of learners. Lead improvement programmes in the integrity of examinations and showcase best practices in curbing examination malpractice.

Sub-Theme 4: Relationship with Parents and Guardians				
(42) Respect the right of parents and guardians to information on their children and wards.	Provide parents/guardians with all relevant information about activities, progress and problems concerning their children/wards as and when required.	Collaborate with colleagues to advance the relationship between teachers and parents/guardians.	Play vital role in the organisation of parents-teachers' engagements and meetings and assist in creating a robust relationship between parents and the school.	Model excellent relationship with parents and guardians and lead improvement programmes to advance teacher-parents' relationships.

	Participate in PTA and school-based activities. Communicate regularly with parents and guardians. Treat parents/guardians with utmost respect and courtesy.			
(43) Self-respect	Avoid gifts, favour, and hospitality from parents and guardians that may lead to undeserved favour to their children/wards in the performance of duties.	Display sensitivity to situations that may compromise personal and professional self-respect.	Initiate enlightenment programmes to raise awareness and build capacity of teachers to earn maximum respect for self.	Model best practices in self-respect and lead capacity building initiatives for colleagues to enhance their self-respect.

Sub-Theme 5: Relationship with Employers				
(44) Professional independence, Teachers stick to their areas of professional competence.	Seek to perform only tasks within professional competences. Strive to fulfil contractual obligations and to render services in accordance with the terms of the contracts or the law binding the engagement.	Display excellent knowledge of the concept of professional independence as well as awareness of tasks beyond one's competence. Show good understanding of contractual terms and their implications.	Motivating colleagues to appraise professional independence vis-a-viz competences in various situations. Creating opportunities for thoroughly examining contract terms and their implications.	Leading colleagues to appreciate global best practices in professional independence and issues of competences. Modelling good conduct related to contractual matters.
(45) Fair remuneration; Teachers as advisers	Seek payments that are commensurate to services as obtainable in the teaching profession within the local/national environment. Respect agreements reached between unions and other parties.	Work jointly with colleagues to understand and take proper actions with respect of any issues involved in the respects outlined in this standard.	Initiate sensitisation programmes to build the capacity of colleagues in respect of these issues.	Provide national and global best practices and demonstrate some of these in real life situations.

	Lead the life of an exemplary citizens in the society. Serve as advisers to government, community and other stakeholders on educational matters and also not accept employment below their qualification			
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SECTION FOUR PROFESSIONAL MEMBERSHIP OBLIGATIONS

STANDARDS	EXPECTED PERFORMANCE			
	BEGINNER	PROFICIENT	MENTOR	DISTINGUISHED
Sub-Theme 1: Induction of Education Students at Point of Graduation				
(46) Induction by TRCN at the point of graduation.	Inducted at point of graduation.	Deepen the lessons learnt from induction and strive to build a true professional career.	Support colleagues to meet professional requirements and appreciate the benefits of professionalism.	Inspire colleagues to meet their induction oath, and lead initiatives that complement the induction of teachers.
Sub-Theme 2: Registration with TRCN				
(47) Registration with TRCN in accordance with the provisions of the TRCN Act 31 of 1993.	Registered with TRCN and recertified every five years.			
Sub-Theme 3: Licensing				
(48) Payment of annual TRCN subscription and possession of up-to-date teaching license.	Pay dues annually and have valid teaching license issued by TRCN that is renewable every three years.			
Sub-Theme 4: Internship				
(49) Participation of fresh graduates in internship programmes organized by TRCN in accordance with the	Undertake two-year (for NCE) and one-year (for B.Ed.) internship	Co-operate with TRCN and other stakeholders by giving support for	Co-operate with TRCN and other stakeholders to facilitate and enrich	Initiate best practices and lead the implementation

National Teacher Education Policy (2009).	programme supervised by TRCN.	teachers under internship.	the internship programmes and by serving as mentors.	of internship best practices.
Sub-Theme 5: Continuous Professional Development				
(50) Determining capacity building needs.	Evaluate annually own abilities using reports of the Annual Performance Evaluation Form, competency tests, peer reviews, etc. and come out with a written plan of action for self-development.	Provide support to colleagues in the implementation of self-development plan while ensuring that their own capacity building needs are adequately addressed.	Provide mentoring support to colleagues to enable them attain professional development needs.	Model the best practices in professional development. Lead colleagues to widen their professional learning opportunities and connections.
(51) Continuous improvement of professional knowledge, skills, values, attitudes and conduct.	Strive to meet the minimum number of credits stipulated by TRCN for renewal of teaching license using the guides provided in the CPD section of this publication and other relevant texts.	Meet the TRCN requirements for minimum CPD credits and assist teachers under them to do so.		
(52) Variety of professional development opportunities.	Show evidence of having attended TRCN and other stakeholders and self-development	Show evidence of having attended TRCN and other stakeholders and activities in the last one year; and evidence of having facilitated the participation of teachers under them.		

	activities in the last one year.	
Sub-Theme 6: Professional Excellence		
(53) Highest professional standards, honour and integrity of the profession.	Show evidence of outstanding publication, research, teaching, awards, or other official, community or public recognition given to them in the last three years.	Seek to be the best of professionals within the society through distinguished work in scholarship, community development, promotion of education generally and leading a life of very high integrity worthy of emulation.
Sub-Theme 7: Professional Commitment		
(54) Enduring commitment to the profession.	Give maximum attention and responsibility to the profession, aspiring to make a successful career within the profession, and taking pride in the profession.	Give paramount attention to all matters concerning the profession and remain committed to a career in teaching.
Sub-Theme 8: Efficiency		
(55) Efficiency	Render efficient and cost-effective professional service at all times.	Render the highest possible educational services in the country or internationally, whether in the area of teaching, administration or supervision.
Sub-Theme 9: Precepts		

(56) Dedication to work.	Dedicated and faithful in all professional undertakings being punctual, thorough, conscientious and dependable.	Demonstrate evidence of industry and commitment to set educational goals and targets.
Sub-Theme 10: Arbitration		
(57) Loyalty to professional regulatory authority.	Submit to the summons and arbitration of the Teachers Investigation Panel and Teachers Tribunal whenever the need arises.	Extol mechanisms, policies and programmes of their professional regulatory body and give all necessary moral support to sustain it.
Sub-Theme 11: Community Service		
(58) Community building.	Play active part in community development.	Teachers provide solutions to community problems that endear them to the people.
Sub-Theme 12: Education Laws		
(59) Obedience to education laws.	Demonstrate awareness of and observe all the necessary education laws guiding the teaching profession, the operation of educational institutions and the	Serve as vanguards of educational laws and policies and work collaboratively with appropriate educational authorities to check their violation and to prosecute offenders.

	education system as a whole.	
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PART 2

PROFESSIONAL STANDARDS FOR THE TEACHING PROFESSION IN NIGERIA - TERTIARY EDUCATION

SECTION ONE PROFESSIONAL KNOWLEDGE

STANDARDS	EXPECTED PERFORMANCE			
	Beginner	Proficient	Mentor	Distinguished
Sub-Theme 1: Subject Content				
(1) Content of teaching subjects	Demonstrate knowledge and understanding of the themes and topics stipulated in the subject in the curriculum issued by the regulatory body (NCCE, NUC etc).	Demonstrate knowledge and understanding of applications and the inter-relationships among concepts	Demonstrate capacity to mentor younger teachers in acquiring subject-matter competency.	Demonstrate capacity for distinguished output and leadership in subject – matter, research and management.
Sub-Theme 2: Pedagogy				
(2) Teaching of subject content to students	Demonstrate knowledge and understanding in the general and specialized methodologies and techniques for teaching, assessing and monitoring student performance in their subject. Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) for the subject – matter appropriate to aid effectiveness of teaching and learning.	Demonstrate knowledge and understanding of how to utilize several behavioural management strategies to empower learner growth and development. Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) for the subject – matter appropriate to aid effectiveness of teaching and learning.	Demonstrate knowledge and understanding of mentoring strategies most suitable for different young teachers. Demonstrate knowledge and understanding of different mentoring strategies for young teachers in selecting improvised Teaching Learning Resources (TLR)	Demonstrate knowledge and understanding of the innovations and global best practices in the methodologies for teaching, assessing, and mentoring young teachers' performance in their job. Demonstrate knowledge and understanding of leadership and innovations in development of improvised Teaching Learning Resources.

(3) Evaluation and monitoring of Learners' performances.	Demonstrate knowledge and understanding of how to evaluate vis-a-vis the objectives to be achieved. (cognitive, Affective and psychomotor domains) Demonstrate knowledge and understanding of assessment, feedback, monitoring and evaluation of learning.	Demonstrate deep knowledge and understanding of how to evaluate vis-a-vis the objectives to be achieved (cognitive, Affective and psychomotor domains). Demonstrate deep knowledge and understanding of assessment, feedback, monitoring and evaluation of the learning.	Demonstrate deep knowledge and understanding of mentorship strategies for young teachers on how to evaluate vis-a-vis the objectives to be achieved (cognitive, affective and psychomotor domains). Demonstrate capacity for mentoring young teachers in assessing, monitoring and evaluating instruction.	Demonstrate leadership and innovation capacity for evaluating instructions vis-a-vis the objectives to be achieved (cognitive, affective and psychomotor domains). Demonstrate leadership and innovation capacity for development and utilisation of different techniques of assessing, monitoring and feedback on instruction to learners, institution and appropriate stakeholders.
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Sub-Theme 3: National Curriculum requirements				
(4) National curriculum and subject matter.	Demonstrate knowledge and understanding of relevant sections of the institutional and national curriculum in their area of specialisation.	Demonstrate deep knowledge, understanding and capacity to implement the relevant sections of the institutional and national curriculum in their areas of specialisation.	Demonstrate mentorship capacity for young lecturers so that they are able to interpret and implement the institutional and national curriculum in their areas of specialisation for effective instruction.	Demonstrate capacity for leadership and innovation in curriculum development to meet international best practices.

Sub-Theme 4: Information and Communication Technology				
(5) Digital technologies for teaching and learning	Demonstrate knowledge and understanding of use, applications and benefits of digital technologies for effective instruction. Demonstrate an understanding of the relevant issues and	Demonstrate deep knowledge and understanding of use, applications and benefits of digital technologies for effective instruction. Demonstrate an understanding of the relevant issues and strategies available to	Demonstrate capacity for mentoring colleagues in the use, applications and benefits of digital technologies for effective instruction. Demonstrate an understanding of the relevant issues and the strategies available to	Demonstrate leadership, innovation and creativity in development of e-resources and their uses for e-learning and virtual classroom. Demonstrate an understanding of the relevant issues and the strategies available to

	strategies available to support the safe, responsible, and ethical use of digital technologies in teaching and learning. Demonstrate knowledge and understanding of abuses and addictions to digital technologies.	support the safe, responsible, and enforce the ethical use of digital technologies in teaching and learning. Demonstrate knowledge and understanding of abuses and addictions to digital technologies.	support the safe, responsible, and enforce the ethical use of digital technologies in teaching and learning. Demonstrate knowledge and understanding of abuses and addictions to digital technologies.	support the safe, responsible, and ethical use of digital technologies in teaching and learning. Demonstrate knowledge and understanding of abuses and addictions to digital technologies and capacity to control non-productive applications of digital technologies among students and teachers.
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Sub-Theme 6: Students' Physio-Psychological Background				
(7) Stages of human development and the physical, social and intellectual implications of each.	Demonstrate knowledge and understanding of the stages of human development; the implications of these stages on physical, social, and psychological development of the learner; and how to deal effectively with individuals at the various stages of development. Demonstrate knowledge and understanding of effective strategies to help learners engage in self-monitoring of their own development and learning.	Demonstrate deep knowledge and understanding of the stages of human development; the implications of the stages on physical, social, and psychological development of the learners; and how to deal effectively with individuals at the various stages of development. Demonstrate deep knowledge and understanding of effective strategies to help learners engage in self-monitoring of their own development and learning.	Demonstrate capacity for mentoring colleagues on the various perspectives on factors that affect human development and learning how to manage individual differences in development for effective instruction. Demonstrate knowledge of research findings that have addressed implications of the stages of human development for Nigerian Education and develop useful strategies for mentoring young teachers and students.	Demonstrate capacity for innovation and leadership in managing individual differences in development for effective instruction, research and development of new perspectives. Demonstrate exemplary leadership in research in child development and learning.

Sub-theme 7: Emerging Issues				
(8) Emerging issues in development and learning	Demonstrate knowledge and understanding of the existence of different learning styles for acquiring knowledge e.g. (visual, auditory and Kinaesthetic learning styles)	Demonstrate deep knowledge and understanding of implementation strategies to aid learners with different learning styles.	Demonstrate capacity for mentoring colleagues for implementation of different strategies to aid learners with various learning styles.	Demonstrate capacity for leadership and innovation in executing research various strategies to manage learners with different learning styles.
(9) Characteristics of learners with special needs.	Demonstrate knowledge and understanding characteristics of learners with special needs: (i) Psycho-social: example physically challenged and all impairments (ii) Inclusiveness: gender, special health challenge, post-trauma victims etc.	Demonstrate advanced knowledge and understanding of the characteristics of learners with special needs.	Mentor colleagues to advance their knowledge on matters affecting learners with special needs.	Lead research for accumulation of knowledge and best practices regarding learners with special needs.
(10) Remediation of the challenges of at-risk learners	Demonstrate knowledge and understanding of procedure for remediation of the challenges of at-risk learners.	Demonstrate advanced knowledge and understanding of procedure for remediation of the challenges of at-risk learners.	Mentor colleagues to advance their knowledge and understanding of the procedure for remediation of the challenges of at-risk learners.	Lead research and accumulation of knowledge and best practices regarding remediation of the challenges of at-risk learners.

SECTION TWO PROFESSIONAL PRACTICE

STANDARDS	EXPECTED PERFORMANCE			
	Beginner	Proficient	Mentor	Distinguished
Sub-Theme 1: Planning				
(11) Planning learning programmes.	Plan learning programmes by articulating all the requirements for the successful delivery of specific topics.	Design education programmes that clearly show progression across levels.	Support and mentor colleagues to design appropriate curricular and co-curricular activities and provide for classroom and out of class learning experiences.	Demonstrate leadership capacity for best strategies and innovation in planning and organizing learning programmes and outcomes.
(12) Planning teaching and learning goals.	Demonstrate creativity in planning topics and setting out clear goals and objectives to be achieved.	Demonstrate creativity and adaptability in planning for classroom as well as specific individual studies.	Institutionalise and drive creativity in the designing of classroom and specific individual studies.	Model the designing of learning programmes that best achieve overall curriculum goals.
(13) Selection and organisation of content	Select appropriate content and sequence of delivery.	Apply the relevant theories and practices in selecting and implementing content and sequence of delivery.	Institutionalise versatility in various forms of content selection and organisation.	Lead and continually improve practices for selection and organisation of content.

Sub-Theme 2: Resourcefulness				
(14) Use of instructional resources.	Select appropriate instructional resources; improvise and use same effectively.	Apply digital technologies/resources in teaching.	Mentor colleagues in the application of digital technologies in teaching and learning.	Lead initiatives to maximize the use of local and digital resources in instructional delivery.

Sub-Theme 3: Communication in Teaching				
(15) Communication and classroom	Demonstrate effective use of spoken languages, gestures,	Apply evidence-based strategies in the use of spoken language and	Mentor colleagues in the mastery of instructional communication and that	Create inspirational situations and contexts that afford colleagues practical

interaction with students.	symbols/ signs, skilful questioning and other strategies that promote interactive learning.	other instructional strategies in teaching. Demonstrate expertise in the utilisation of feedback mechanisms to improve teaching and learning.	the effective utilisation of feedback mechanisms to improve teaching and learning, and classroom interaction.	experiences on how to develop and nurture excellence in instructional communication and classroom interaction.
(16) Student grouping.	Utilize various grouping techniques for effective teaching and learning.	Demonstrate capacity to do research on student grouping to continually improve learner performance.	Demonstrate mentorship capacity for group dynamics and collaborative learning.	Lead discovery and application of the latest scientific breakthroughs and research findings in group dynamics to learning outcomes.
(17) Teaching strategies.	Apply several teaching strategies including excursion; project; demonstration; problem solving, etc.	Master a great variety of teaching strategies that address specific needs of their learners and remain open minded to learners' opinions that may assist in deciding strategies.	Support colleagues to advance their knowledge and practices in the use of diverse teaching strategies, underscoring their merits and demerits and need for contextualisation.	Model the application of diverse teaching strategies to a complex of situations and the art of creating high impact learning and classrooms of excellence.

Sub-Theme 4: Assessment of Learners' Performance				
(18) Test and evaluation	Demonstrate capacity to assess knowledge, skills and values of learners using formative, summative and feedback mechanisms.	Engender appropriate motivation of learners towards regular academic assessments.	Make testing a collaborative activity between the teacher and learners in which both enthusiastically participate in determining the nature and success.	Demonstrate leadership capacity to institutionalize testing and inspire learners towards effective self-evaluation.
(19) Clinical assistance to students.	Demonstrate ability to identify different categories of learners' needs and provide remedial measures such as professional counselling, extra time etc. to handle such needs.	Support learners with slow progress or deficient in the subjects with creative solutions.	Demonstrate supportive engagements with the various categories of learners beyond the classrooms in forms of projects, homework, professional counselling and even occasional	Display exceptional expertise in the management of learners with special needs. Provide support to colleagues to deal with outstanding cases of learners with special needs.

			visitation to students with special needs.	
(20) Feedback to students, parents, guardians and other stakeholders.	Provide feedback to students, parents and guardians to monitor and ascertain progress in the learning process.	Engage students, in meaningful dialogue regarding their performance and factors responsible for level of performance, identifying areas of possible improvement.	Take steps to assist learners overcome obstacles revealed by assessments and dialogues following such assessments.	Demonstrate leadership capacity in presenting comprehensive records and information regarding students' performance and constructively engaging stakeholders in feedback towards improving learner performance.

Sub-Theme 5: Reporting

(21) Providing feedback to students, parents, guardians and other stakeholders.	Teachers provide feedback to students, parents and guardians to monitor and ascertain progress in the learning process.	Teachers engage students, in meaningful dialogue regarding their performance and factors responsible for level of performance, identifying areas of possible improvement.	Teachers take steps to assist learners overcome obstacles revealed by assessments and dialogues following such assessments.	Teachers regularly present learners with comprehensive records and information regarding their performance and constructively engage them on the basis of the feedback towards improving their performance.
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Sub theme 6: Record Keeping

(22) Records of students' performance.	Generate and keep records of students' assessments and results in formats prescribed.	Provide detailed analysis of the results and make inferences that point out likely strategies for sustaining good performance and rectifying failures.	Mentor colleagues on advanced forms of students' data generation and management.	Demonstrate leadership in the use of virtual (electronic) strategies to acquire, analyse, store, report and disseminate student records as well as retrieve appropriate feedback.
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Sub-Theme 7: Continuing Teacher Professional Development

(23) Teacher development needs.	Periodically carry out self-assessment and come up with	Constructively engage education stakeholders and participate in	Mentor colleagues to avail themselves of available opportunities in	Demonstrate leadership in turn-around strategies for colleagues, schools and the
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	development opportunities available to remedy identified weakness.	education review summits, workshops and conferences from time to time in order to be equipped with realistic assessment of educational programme	professional development.	education sector in areas and issues that require improvement.
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Sub-Theme 8: Health, Safety and Human Rights

(24) Fundamental rights and safety	Take cognizance of all relevant health, safety and human rights issues provided in several organisational, national and international laws and education policies while dealing with learners.	Display capacity to identify cases and situations of child abuse and take appropriate remedial action.	Work with colleagues to offer first aid and professional advice and counselling to learners whose health, safety and human rights have been compromised. Conduct research to advance knowledge of the management of fundamental rights and safety of teachers and learners in school.	Be an inspiring advocate for human rights and safety and initiate programmes for sensitisation and development of knowledge and skills of colleagues in the management human rights and safety issues.
(25) Early identification of exceptional cases.	Exhibit ability to identify learners with exceptional performances.	Develop evidence-based practices for early detection of the talented and gifted learners and implementation of an inclusive paradigm.	Show dedication to the identification of children with exceptional performances and track record of their appropriate management.	Demonstrate mastery and leadership of colleagues in the identification and nurturing of exceptional learners.

Sub-Theme 9: Learning Environment

(26) Learning environment	Demonstrate capacity to create a learning environment capable of bringing out the best in the students.	Create learning environments that are balanced in the local, national and international contexts and which can spur growth in natural	Mentor colleagues to create desirable learning environment suitable for a great variety of contexts and with distinguishable positive impacts on learning.	Simulate and design exceptional learning environments with high impact performances for the purpose of building capacity of colleagues.
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		gifts and talents of learners.		
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Sub-Theme 10: Team Work and Collaboration				
(27) Team work	Seize relevant opportunities to work with colleagues; practise team research and team teaching.	Jointly executive projects and researches, publish scholarly papers, organize conferences and workshops and deliver lectures to students, local and international audiences.	Give and receive coaching and mentoring from colleagues, create enabling environment for charismatic leadership and promote the culture of collective responsibility.	Inspire team work and generate findings about the latest global best practices. Design programmes and initiatives to empower collaboration among colleagues.

SECTION THREE PROFESSIONAL CONDUCT

STANDARDS	EXPECTED PERFORMANCE			
	Beginner	Proficient	Mentor	Distinguished
Sub-Theme 1: Relationship with Learners				
(28) Teacher-learner relationship.	Show respect for the learner's rights and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age, etc. Display maximum consideration for the feelings and circumstances of learners. Protect information about learners given in confidence except by law or in the interest of the learner, parents/guardians or in public interest. Avoid administration of corporal punishment on learners under any circumstance.	Demonstrate adequate handling of all learners in ways that build up their self-concept and give them a sense of belonging to the school system.	Mentor colleagues to deal with a complexity of challenging teacher-learner situations. Serve as a point of reference for replicating the kind of empathy and affinities between the students and their families.	Inspire and support colleagues to generate excellence in relations with learners. Lead researches and developmental programmes to keep teacher-students' relations at the front-burner and nurture relations that are among the best in the world.
(29) Educational programmes.	Take responsibility for diagnosing, advising, prescribing implementing and evaluating subjects, courses and educational programmes and	Take active part in the implementation of educational programme and account for the performance of such programmes.	Direct the implementation of the relevant educational programmes.	Design and periodically supervise, review and enhance educational programmes in the school.

	instructions under their care and shall not delegate these functions to other persons except in limited cases and with their direct supervision.			
(30) Sexual and related abuses of office.	Avoid use of position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug trafficking and addiction, and other related vices.	Devise programmes to prevent abuses of office and demonstrate integrity in all matters related to abuse of office.	Mentor colleagues to build personal and collective culture of virtues and vigilance against abuse of office.	Model virtuous conduct. Design and implement awareness campaigns and programmes to create school environment free from abuse of office.
(31) Teachers as role model to learners.	Abhor association of learners deemed by law or public morality to be inimical to social and moral order of society such as secret cults, gay associations, etc and give maximum co-operation to relevant authorities to eradicate them. Teachers serve as role model to learners, showing high degree of decency in speech, mannerism, discipline, dressing and general performance of their roles.	Devise programmes to prevent acts by students that run contrary to law or morality.	Mentor colleagues and students to build personal and collective culture of virtues and vigilance against illegal activities and rather promote healthy socio-psychological lives among students.	Model virtuous conduct. Design and implement awareness campaigns and programmes to integrate students in the learning environment and promote positive lifestyles while checking anti-social sub-cultures.
(32) Teachers inspire discipline	Inspire learners to behave in a civil and disciplined manner.	Support colleagues to create a culture of virtues.	Mentor colleagues to create exemplary lifestyles.	Serve as epitome of discipline and inspiration to colleagues and students.

among learners.				
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Sub-Theme 2: Relationship with Colleagues				
(33) Esprit de corps for one another.	Share relationship that are mutually beneficial and aimed at uplifting the profession to the highest level. Teachers cooperate with one another to achieve professional goals. Seek assistance from colleagues in tasks beyond their management or professional ability when necessary. Junior teachers show respect for their seniors in both formal and informal contacts, and show willingness to learn from them. Teachers should not make derogatory remarks on one another or undermine the integrity of colleagues in any circumstance.	Maintain mutual relationship with colleagues and jointly build dependable culture of interdependence.	Mentor colleagues in development of a culture of excellence in mutual cooperation.	Demonstrate leadership in conceptualising and building veritable and mutual relations among colleagues.
(34) Integrity	Display honesty and demonstrate very high integrity and trustworthiness in all conducts, avoid touting. Do not canvass for clients; and do not plagiarize the intellectual properties of others.	Develop collective programmes and strategies to improve the professional integrity of self and colleagues.	Utilise international best practices to mentor and advance the professional integrity of colleagues. Create mechanisms for checks and balances in the conduct of colleagues towards promoting professional integrity.	Exhibit exemplary professional integrity. Network with the global community to keep colleagues abreast of best practices in matters of professional integrity.

	<p>Relate equally with all colleagues irrespective of religion, culture, race, gender, political inclination, etc.</p> <p>Teachers should not use dubious or unethical means such as deception, misinformation, etc, to take away clients and learners of colleagues. Teachers should not unduly advertise themselves in order to gain undue advantage over colleagues or to suggest that they possess extra-ordinary knowledge and skills which they do not actually have.</p>			
(35) Copy right laws	Recognize the work and contributions of colleagues and other scholars to knowledge and avoid copyright violations.			
(36) Law and order	Resolve differences and conflict with colleagues through internal professional mechanisms. Utilize their wisdom, experience and commitment to the profession in assisting colleagues to amicably settle disputes. He is law abiding.	Maintains law and order	Motivate the maintenance of law and order among beginners	Mentor beginners to internalise law and order as a life goal

Sub-Theme 3: Administrative and Academic Leadership				
(37) Leadership	Inspire subordinates by exemplary character or behaviour and show unalloyed commitment to the demands of their offices. Give necessary incentives to subordinates to empower them to advance and excel in their professional careers. Exhibit fairness without fear or favour in the discharge of their professional duties.	Take initiatives to advance leadership abilities and collaborate with colleagues to research and determine leadership styles that work. Contextualise and domestic leadership concepts and tenets to enhance impact on learning and relations in the school.	Exhibit charisma, foresight, justice, empathy, self-respect, selflessness, honesty, consistency, moral uprightness, etc in their services. Mentor colleagues to imbibe styles and get involved in the transformation of learning and school environment.	Lead colleagues to entrench pragmatic leadership styles and work in line with the best global leadership practices.
(38) Teachers promote democratic decision making, contribute to academic development, ensure all round development of learners and are vanguards against examination misconduct	Utilise group decision - making process in the school organisation. Keep abreast of developments in theory and practice of education around the world and actively participate in research and development within the profession and motivate subordinates to do same. Ensure all round development of learners, through a good mix of curricular and co-curricular activities. Keep all examination records and knowledge	Promote group decision-making process in the school organisation. Collaborate with colleagues to advance knowledge and theory in democratic processes, and in the all-round development of learners.	Mentor colleagues and help to establish credible democratic processes in the school. Institutionalise mechanisms for monitoring and enhancing the all-round development of learners. Manage cases of examination malpractice and reporting serious cases to higher quarters.	Inspire democratic leadership styles. Keep abreast of the developments on the global scene regarding leadership strategies and initiate capacity building programmes for colleagues to benefit from the knowledge of the international strategies. Develop and implement blueprints for prevention of examination malpractices and treatment of reported cases.

	with absolute secrecy and NOT in any manner whatsoever aid and abet examination malpractice by learners. Report all cases of examination malpractice, to the appropriate authorities without delay.			
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Sub-Theme 4: Relationship with Parents and Guardians				
(39) Right of parents and guardians.	Provide parents/guardians with relevant information about activities, progress and problems concerning their children/wards as and when required. Communicate regularly with parents and guardians. Treat parents/guardians with utmost respect and courtesy.	Apply best practices in handling all matters concerning the rights of parents and guardians of learners. Conduct research to deepen knowledge of relations with parents and guardians. Work jointly with colleagues improve school-parents' relations.	Demonstrate capacity to network with colleagues and parents to successfully resolve challenging relations issues. Display exemplary knowledge and skills that inspire colleagues and positively impact on the way they relate to parents and guardians.	Take responsibility of relations issues that demand exceptional skills. Institutionalise best practices in school-parents and guardians' relations. Initiate regulation interfaces with parents that contribute to on-going robust relations.
(40) Self-respect	Avoid gifts, favour, and hospitality from parents and guardians that are likely to influence them to give undeserved favour to their children/wards in the performance of their duties.	Works jointly with colleagues to build a culture of self-respect and upright practices.	Mentors exemplary conduct. Monitors and manages relevant cases.	Exhibits leadership character to inspire colleagues. Develops and implements programmes to guarantee integrity in the system.

Sub-Theme 5: Relationship with Employers				
(41) Professional independence	Seek to perform only tasks that are within their professional competences. Strive to fulfil contractual obligations and to render their services in accordance with the terms of the contracts or the law binding their engagement.	Apply evidence-based approaches in discharge of professional responsibilities. Develop knowledge and expertise in dealing with contractual matters.	Inspire colleagues to recognise and act within areas of competence. Initiate programmes that help to build the knowledge and awareness of colleagues regarding professional competence and handling of contractual matters.	Model good practices in professional judgment and competence. Counsel and provide support to colleagues. Link colleagues to professional exposures and networks to strength their professional competences and judgement.
(42) Fair remuneration	Seek payments that are commensurate to their services as obtained in the teaching profession in their environment.	Work jointly with colleagues to appraise and determine what is fair remuneration and have versatile knowledge of remuneration of professionals across the professions and settings in the country.	Create opportunities for colleagues to abreast of information regarding remunerations and their terms and conditions. Facilitate colleagues to deepen their knowledge of rewards and compensations nationally and internationally.	Provide leadership to colleagues to have credible knowledge of rewards and compensation globally and how to contextualise these to their local environment. Play key role in advancing the compensation of colleagues and engendering productivity.

SECTION FOUR

PROFESSIONAL MEMBERSHIP OBLIGATIONS

STANDARDS	EXPECTED PERFORMANCE			
	Beginner	Proficient	Mentor	Distinguished
Sub-Theme 1: Induction of Education Students at Point of Graduation				
(43) Induction by TRCN at the point of graduation.	Inducted at point of graduation.	Model behaviour that will encourage intending teachers to seek induction at point of graduation.		
Sub-Theme 2: Registration with TRCN				
(44) Registration with TRCN in accordance with the provisions of the TRCN Act 31 of 1993.	Registered with TRCN and get recertified every five years.			
Sub-Theme 3: Licensing				
(45) Annual TRCN subscription and possession of up-to-date teaching license.	Pay dues annually and have valid teaching license issued by TRCN that is renewable every three years.			
Sub-Theme 4: Internship				
(46) Internship programmes organized by TRCN.	Teachers undertake internship programme supervised by TRCN.	Apply knowledge and skills gained from internship in the teaching and learning process. Provide support for those under internship.	Facilitate internship and serve as mentor for teachers under internship.	Lead internship programme and work with TRCN to provide enriching practical experiences for teachers under the programme.
Sub-Theme 5: Continuous Professional Development				
(47) Appraisal of own strengths and weaknesses	Annually evaluate own abilities using reports of the Annual Performance Evaluation Form, competency tests, peer reviews, etc. and come out with a written plan	Continually reflect on their practice and take responsibility for its development. Seek coaching and constructive criticisms and advice.	Demonstrate high adaptability to innovation and emerging trends in the teaching profession and around the world.	Provide leadership for colleagues to annually evaluate their abilities and draw up written action plan for self-development.

	of action for self-development.			
(48) Continuous professional development.	Strive to meet the minimum number of credits stipulated by TRCN for renewal of teaching license.	Demonstrate seriousness in pursuit of professional development requirements and support colleagues to attain their requirements.	Mentor colleagues to attain required credits and initiate programmes to facilitate the attainment of the credits where necessary.	Drive policies and programmes that ensure self and all colleagues are in good standing with regards to the required credits and where possible go beyond the minimum limits.
(49) Professional development opportunities	Take advantage of opportunities to attend a variety of professional development programmes organised by TRCN and other stakeholders as well as self-development activities.	Participate a variety of professional development programmes and support colleagues with opportunities of participation and benefitting from the programmes.	Create opportunities and provide guidance to enable colleagues advance their professional development attainments.	Lead issues of professional development opportunities and ensure that colleagues have access to the best possible development programmes.

Sub-Theme 6: Professional Excellence				
(50) Highest professional standards.	Demonstrate attainment of highest professional standards through evidence of outstanding publication, research, teaching, awards, or other official, community or public recognition given to them in the last three years.	Seek to be the best of professionals within the society through distinguished work in scholarship, community development, promotion of education generally and leading a life of very high integrity worthy of emulation. Provide encouragement to colleagues to continually strive for excellence.	Institutionalise programmes and activities that showcase best practices in profession accomplishment and demonstrate own excellence.	Lead a transformation of the school system towards developing colleagues with the best records of service and excellence compared to their peers in the local, national and international contexts.
Sub-Theme 7: Professional Commitment				

(51) Enduring commitment to the profession.	Give maximum attention and responsibility to the profession, aspiring to make a successful career within the profession, and taking pride in the profession.	Demonstrate loyalty, dedication and commitment to the teaching profession. Work with colleagues to mutually support and empower one another to make the best career out of teaching.	Mentor colleagues to build-long term careers in teaching as well as enjoy a rewarding professional life.	Initiate and implement policies and programmes that enrich the professional experiences of colleagues and turn them into seasoned professionals.
Sub-Theme 8: Efficiency				
(52) Professional Efficiency.	Render efficient and cost-effective professional service at all times.	Demonstrate continual improvement in knowledge and skills of management and delivery of learning and other educational goals with minimum resources.	Support colleagues to continually improve their knowledge and skills of management and delivery of learning and other educational goals with minimum resources.	Model a professional life characterised by continual improvement in knowledge and skills of management and delivery of learning and other educational goals with minimum resources.
Sub-Theme 9: Precepts				
(53) Dedication to work.	Display dedication and faithfulness in all professional undertakings being punctual, thorough, conscientious and dependable.	Strive to be notable for hard work, punctuality and overall commitment lesson, classroom school and related tasks.	Strive to be notable for hard work, punctuality and overall commitment lesson, classroom school and related tasks.	Lead exemplary lifestyle epitomised by dedication and conscientiousness in and out of work. Provide guidance and take interest in developing the commitment of colleagues.
Sub-Theme 10: Arbitration				
(54) Loyalty to regulatory authority.	Be an enthusiast who supports the operations of the Teachers Investigation Panel and Teachers Tribunal as well as submits to their request and demands.	Extol mechanisms, policies and programmes of professional regulatory body and give all necessary moral support to sustain it. Motivate colleagues to cherish internal mechanisms for dispute resolution provided by	Mentor colleagues who serve on the professional panels and tribunals and facilitate the programmes and activities of professional panels and tribunals.	Lead the promotion and popularisation of the usefulness of the professional panels and tribunals. Provide excellent services on the panel and tribunals and contribute towards a teaching profession that is overall peaceful and orderly.

		the professional panels and tribunals.		
Sub-Theme 11: Community Service				
(55) Community builders.	Play active part in community development.	Provide creative solutions to community problems that endear the community to the school.	Develop and implement notable community development programmes and services and support colleagues to follow.	Exhibit mastery in community development, attracting school and external patronage to community programmes, projects and activities. Provide leadership for colleagues to impact positively in the affairs of immediate community.
Sub-Theme 12: Education Laws				
(56) Obedience to education laws.	Demonstrate awareness and observance of the necessary education laws guiding the teaching profession, the operation of educational institutions and the education system as a whole.	Play the role of vanguards for educational laws and policies and work collaboratively with appropriate educational authorities to check their violation and to prosecute offenders.	Create enlightenment programmes and activities to enhance awareness and observance of the relevant education laws.	Provide counselling, education and support to colleagues and the school to strengthen the operations of the system based on rule of law and observance of the relevant education laws.

PART 3

PROFESSIONAL STANDARDS FOR LEADERSHIP - BASIC AND SENIOR SECONDARY SCHOOLS IN NIGERIA

Preamble

The Professional Standards for School Leadership (Basic and Secondary Education) comprises seven core domains which school leaders are expected to exhibit in order to ensure leadership and management effectiveness. The core domains are as follows:

- (i) Developing self and subordinates
- (ii) Leading professional knowledge, practice and conduct
- (iii) Managing resources in the school
- (iv) Promoting school improvement, innovation and change
- (v) Generating resources internally and ensuring accountability
- (vi) Supporting learners' enrolment and participation
- (vii) Engaging and working with the Community

Standards	Expected performance			
	Beginner	Proficient	Mentor	Distinguished
Domain 1: Developing Self and Subordinates				
(1) Academic qualifications	Possesses a minimum of B.Ed. or Degree with PGDE or PDE.	Possesses a minimum of B.Ed. or Degree with PGDE or PDE.	Possesses a minimum of B.Ed. or Degree with PGDE or PDE and a Master's degree.	Possesses a minimum of B.Ed. or Degree with PGDE or PDE and a Master's degree.
(2) Career path	Has attained a minimum of Mentor in the professional teacher career path.	Has headed more than one category of school and has demonstrated good leadership qualities.	Mentors beginner and proficient school leaders to improve professional capacities.	Contributes to educational policies and is a role model to other school leaders.
(3) Track record of professional development	Possesses a track record of professional development portfolio.	Has completed a recognized training course on school leadership and management.	Has completed a recognized training course on advanced school leadership and management.	Has contributed to the improvement of leadership and management professional development programmes.
(4) Facilitating professional development for teachers	Motivates staff to enrich their professional development portfolio. Facilitates school-based professional development for teachers.	Identifies professional development needs for each teacher in the school and makes recommendations.	Supports needs-based professional development for each teacher in the school.	Mentors other school leaders on professional development for teachers.
(5) Professional standing and networking	Possesses TRCN registration and license and	Belongs to a professional school leadership association.	Supports network of school leaders.	Provides leadership for school networks.

	belongs to a professional teaching association.			
(6) Knowledge and use of educational technologies	Is versatile in the knowledge and use of educational technologies.	Shares knowledge and use of educational technologies with others in the school.	Builds capacity in the school on knowledge and use of educational technologies.	Mentors other school leaders on knowledge and use of educational technologies. Continually updates knowledge and skills
Domain 2: Leading Professional Knowledge, Practice and Conduct				
(7) Professional knowledge	Ensures effective coordination in respect of the relevant professional knowledge specified by the Professional Standards for the Teaching Profession in Nigeria.	Supports teachers in the school to improve their professional knowledge specified by the Professional Standards for the Teaching Profession in Nigeria.	Mentors other school leaders to improve their teachers' professional knowledge specified by the Professional Standards for the Teaching Profession in Nigeria.	Continuously improves how to lead professional knowledge.
(8) Professional practice	Ensures effective coordination in respect of the relevant professional practices specified by the Professional Standards for the Teaching Profession in Nigeria.	Supports teachers in the school to improve their professional practices specified by the Professional Standards for the Teaching Profession in Nigeria.	Mentors other school leaders to improve their teachers' professional practices specified by the Professional Standards for the Teaching Profession in Nigeria.	Continuously improves how to lead professional practice.
(9) Professional conduct	Ensures effective coordination in respect of the relevant professional conduct specified by the Professional Standards for the Teaching Profession in Nigeria.	Supports teachers in the school to improve their professional conduct specified by the Professional Standards for the Teaching Profession in Nigeria.	Mentors other school leaders to improve their teachers' professional conduct specified by the Professional Standards for the Teaching Profession in Nigeria.	Continuously improves how to lead professional conduct.
Domain 3: Managing resources in the school				
(10) Mentorship of staff members	Provides counselling to facilitate the career development of staff in the civil and professional service.	Monitors and mentors staff to facilitate their career progression.	Supports other school leaders in monitoring and mentoring staff to facilitate their career progression.	Is a role model in the support of other school leaders in monitoring and mentoring staff to facilitate their career progression.
(11) Human resource	Works with the School Based Management	Ensures all staff attend school regularly and fulfil	Support other school leaders to ensure all staff	Is a role model in supporting other school

management functions	Committee (SBMC) to identify all relevant human resource needs and communicate these to the relevant authorities. Maintains staff discipline.	their assigned responsibilities.	attend school regularly and fulfil their assigned responsibilities.	leaders to ensure all staff attend school regularly and fulfil their assigned responsibilities.
(12) Effective delegation of duties	Ensures that teachers and other staff are aware of their responsibilities and have the capacity to implement them.	Creates a common understanding and buy-in of staff on delegation of duties.	Supports other school leaders to create a common understanding and buy-in of staff on delegation of duties.	Is a role model in creating a common understanding and buy-in of staff on delegation of duties.
(13) Justice, equity and fair play	Ensures justice, equity and fair play to all staff and students regardless socio-cultural, economic, political or religious backgrounds.	Institutionalises multiculturalism in all the relevant curricular and extra-curricular activities of the school.	Models good practices in multiculturalism.	Runs a school that is a point of reference in social harmony and national unity.
(14) Facilities and learning resources management	Identify and communicate needs. Ensures the maintenance and effective use of facilities and learning resources.	Institutionalizes maintenance culture.	Models good practice in effective use of facilities and learning resources.	Runs a school that is a point of reference.
Domain 4: Promoting school improvement, innovation and change				
(15) Strategic vision, plans and policies	Conducts annual school self-evaluation. Develops and implements annual school development plans.	Ensures school vision is embedded in all school activities.	Models good practice in school planning.	Runs a school that is a point of reference.
(16) Improvisation and use of local educational materials	Encourages staff and students to design and use local educational materials.	Support staff and students to design and use local educational materials.	Models good practice in improvisation.	Runs a school that is a point of reference.
(17) Quality assurance	Institutionalises mechanisms for quality control and assurance for all the relevant academic, leadership and management issues.	Supports staff to Institutionalises mechanisms for quality control and assurance for all the relevant academic, leadership and management issues.	Models good practice in quality assurance	Runs a school that is a point of reference.

(18) Health and safety for all	Prioritises the safety of students and staff; promotes awareness, prevention, and first aid facilities in health and safety matters; cooperates with the relevant internal and external authorities to ensure the health and safety of students and staff.	Supports staff to prioritise the safety of students and staff; promotes awareness, prevention, and first aid facilities in health and safety matters; cooperates with the relevant internal and external authorities to ensure the health and safety of students and staff.	Models good practice in health and safety	Runs a school that is a point of reference.
Domain 5: Generating resources and ensuring accountability				
(19) Efficiency in the management of resources	Prioritise the needs of the school in line with available resources.	Supports staff to prioritise the needs of the school in line with available resources.	Models good practice in managing existing resources.	Runs a school that is a point of reference.
(20) Transparency in the management of school finances	Provides regular reports of school income and expenditure to all the relevant authorities including the Parent Teachers Association and SBMC.	Supports staff to provide regular reports of school income and expenditure to all the relevant authorities including the Parent Teachers Association and SBMC.	Models good practice in transparency of finances	Runs a school that is a point of reference.
(21) Resource generation	Demonstrates capacity to generate resources for the school identified in the strategic development plans through strategic collaboration with the relevant stakeholders.	Support staff to demonstrate capacity to generate resources for the school identified in the strategic development plans through strategic collaboration with the relevant stakeholders.	Models good practice in generation and transparency of finances.	Runs a school that is a point of reference.
(22) Best practices in financial management	Demonstrates knowledge of the best practices in financial management and their application in all the relevant financial processes of the school	Supports staff to demonstrate knowledge of the best practices in financial management and their application in all the relevant financial processes of the school	Models good practice in financial management.	Runs a school that is a point of reference.

Domain 6: Supporting learners' enrolment, participation and learning				
(23) enrolment and retention of learners	Ensures all learners in the community of appropriate age are enrolled and retained in the school regardless of gender, special needs, social status, religion or ethnic group	Supports staff to ensure all learners in the community of appropriate age are enrolled and retained in the school regardless of gender, special needs, social status, religion or ethnic group	Models good practice in learner enrolment and retention	Runs a school that is a point of reference.
(24) participation and completion of learners	Ensures all learners attend school regularly and complete their basic and secondary education	Supports staff to ensures all learners attend school regularly and complete their basic and secondary education	Models good practice in learner participation and completion.	Runs a school that is a point of reference.
(25) learning outcomes	Ensures all learners are continuously assessed and meet the curriculum expectations for learning	Supports staff to ensures all learners are continuously assessed and meet the curriculum expectations for learning	Models good practice in learning assessment and outcomes.	Runs a school that is a point of reference.
Domain 7: Engaging and working with the Community				
(26) Partnerships with community and government	Maintains robust communication with the School Based Management Committee (SBMC), community, relevant government agencies and other stakeholders.	Supports effective communication around needs and priorities	Serves as a role model for effective communication and relationship with the community and government.	Maintains collaborative relationships and partnership with the immediate community, government agencies and other resource providers to meet the school needs
(27) Needs of immediate school community	Identifies the needs of the immediate community and addresses them in the learning process and school administration.	Supports staff to identifies the needs of the immediate community and addresses them in the learning process and school administration.	Models good practice in needs' identification	Runs a school that is a point of reference.
(28) Corporate social responsibility	Empowers the school to serve as a responsible corporate citizen of the	Supports staff to empower the school to serve as a responsible corporate	Models good practice in CSR	Runs a school that is a point of reference.

(CSR) and community support	immediate community, contributing to the progress and well-being of the community where possible.	citizen of the immediate community, contributing to the progress and well-being of the community where possible.		
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PART 4

PROFESSIONAL STANDARDS FOR LEADERSHIP - *TERTIARY INSTITUTIONS IN NIGERIA*

Preamble

The Professional Standards for School Leadership (Tertiary) comprises six core domains which school leaders at the three levels of education are expected to exhibit in order to ensure leadership and management effectiveness. The core domains are as follows:

- (i) Developing self and subordinates
- (ii) Leading professional knowledge, practice and conduct
- (iii) Managing resources in the school
- (iv) Promoting school improvement, innovation and change
- (v) Generating resources internally and ensuring accountability
- (vi) Engaging and working with the Community.

Standards	Expected performance			
	Beginner	Proficient	Mentor	Distinguished
Domain 1: Developing Self and Subordinates				
(1) Academic qualifications	Possesses a minimum of Master's degree and any other relevant qualifications in his/her field	Possesses a minimum of PhD and any other relevant qualifications in his/her field		
(2) Career path	Has attained a senior academic level within the tertiary institutions career path	Must have relevant academic leadership experience (Head of Department, Coordinator, etc.)	Must have relevant academic leadership experience (Dean, Director, etc.)	Must have served meritoriously as VC, DVC, Rector, or Provost.
(3) Professional development	Membership of professional body relevant to his/her field.	Membership of professional body relevant to his/her field with at least six publications.	Membership of professional body relevant to his/her field with at least 15 publications in both national and international reputable journals. Served as editor of reputable professional Journals.	Fellow of relevant professional body relevant to his/her field; served as consultant to national and international bodies (UNESCO, UNICEF, WACE, NECO, NUC, TRCN, etc). Served as editor of reputable professional Journals.

(4) Facilitating professional development for teachers	Motivates staff to enrich their professional development portfolio.	Creates enabling environment and opportunity for professional development of personnel.	Provides, supervises and monitors professional development of personnel.	Assesses, evaluates, and recommends for professional development of personnel.
(5) Professional standing and networking	Possesses TRCN registration and license and belongs to a minimum of two professional teaching associations.	Possesses TRCN registration and license and belongs to a minimum of 3 professional teaching associations.	Possesses TRCN registration and license and belongs to 4 or more professional teaching associations; attracts external funding and partners.	Possesses TRCN registration and license; attracts funding and collaboration with external bodies towards the enhancement of learning in the institution.
(6) Knowledge and use of educational technologies	Versatile in the knowledge and use of educational technologies.	Competent in the use of educational technologies	Effective in the design and implementation of learning activities using educational technologies.	Evaluates, modifies and creates learning activities and programmes using educational technologies.
Domain 2: Leading Professional Knowledge, Practice and Conduct				
(7) Professional knowledge	Understands the rudiments of leadership in respect of the relevant professional knowledge specified by the Professional Standards for the Teaching Profession in Nigeria.	Demonstrates the rudiment of leadership in respect of the relevant professional knowledge specified by the Professional Standards for the Teaching Profession in Nigeria.	Initiates the rudiments of leadership in respect of the relevant professional knowledge specified by the Professional Standards for the Teaching Profession in Nigeria.	Evaluates and modifies, when necessary, the rudiments of leadership in respect of the relevant professional knowledge specified by the Professional Standards for the Teaching Profession in Nigeria.
(8) Professional practice	Understands the rudiments of leadership in respect of the relevant professional practices specified by the Professional Standards for the Teaching Profession in Nigeria.	Demonstrates the rudiments of leadership in respect of the relevant professional practices specified by the Professional Standards for the Teaching Profession in Nigeria.	Initiates the rudiments of leadership in respect of the relevant professional practices specified by the Professional Standards for the Teaching Profession in Nigeria.	Evaluates and modifies, when necessary, the rudiments of leadership in respect of the relevant professional practices specified by the Professional Standards for the Teaching Profession in Nigeria.

(9) Professional conduct	Understands the rudiments of leadership in respect of the relevant professional conduct specified by the Professional Standards for the Teaching Profession in Nigeria.	Demonstrates the rudiments of leadership in respect of the relevant professional conduct specified by the Professional Standards for the Teaching Profession in Nigeria.	Initiates the rudiments of leadership in respect of the relevant professional conduct specified by the Professional Standards for the Teaching Profession in Nigeria.	Evaluates and modifies, when necessary, the rudiments of leadership in respect of the relevant professional conduct specified by the Professional Standards for the Teaching Profession in Nigeria.
Domain 3: Managing resources in the school				
(10) Mentorship of staff members	Provides counselling to facilitate the career development of staff in the civil and professional service	Guide staff to facilitate their career progression.	Monitors encourage and support staff career progression.	Evaluate and recommend staff career progression.
(11) Human resource management functions	Understands all relevant human resources functions, example: recruitment, deployment, welfare, and retirement, among others.	Demonstrates all relevant human resources functions, example: recruitment, deployment, welfare, and retirement, among others.	Initiates all relevant human resources functions, example: recruitment, deployment, welfare, and retirement, among others.	Evaluates and makes recommendations all relevant human resources functions, example: recruitment, deployment, welfare, and retirement, among others.
(12) Equitable allocation of workloads	Understands and distributes work load to both academic and non-academic staff.	Initiates and determines optimum work load.	Monitors and supervises to ensure that no staff is over worked.	Evaluates and modifies work allocations where necessary.
(13) Human relations expertise	Possesses capacity to resolve problems arising from conditions of service and maintains excellent social environment that inspires productivity in the institution.	Demonstrates ability to resolve problems arising from conditions of service and maintains excellent social environment that inspires productivity in the institution.	Monitors and supervises the resolution of problems arising from conditions of service and maintains excellent social environment that inspires productivity in the institution.	Evaluates and makes further recommends, where necessary, regarding human relations expertise.
(14) Justice, equity and fair play	Applies justice, equity and fair play to all staff and students regardless of socio-cultural, economic, political or religious backgrounds.	Ensures justice, equity and fair play to all staff and students regardless of socio-cultural, economic, political or religious backgrounds.	Monitors, supervises and leads in resolution of appeal and complaints from the application of justice.	Evaluates, and ratifies decisions arising from conflict resolutions.

Domain 4: Promoting school improvement, innovation and change				
(15) Strategic vision, plans and policies	Interprets and implements strategic institutional vision, plans and policies.	Guides the implementation strategic institutional vision, plans and policies.	Develops and monitors the implementation strategic institutional vision, plans and policies.	Evaluates and recommends for further review of strategic institutional vision, plans and policies
(16) Collaboration with relevant authorities	Works in collaboration with the relevant authorities and stakeholders in the implementation of the institutional strategic plans	Demonstrates effective collaboration with the relevant authorities and stakeholders in the implementation of the institutional strategic plans	Initiates and monitors collaboration with the relevant authorities and stakeholders in the implementation of the institutional strategic plans	Evaluates, modifies and recommends for ratification.
(17) Motivating staff to contribute to improvement, innovation and changes	Motivates staff and students to contribute significantly to the improvement, innovation and changes in the institution.	Provides guidance for staff and students to contribute significantly to the improvement, innovation and changes in the institution.	Sets goals for improvement, innovations and changes in the institution.	Evaluates and recommends strategies for further improvement, innovation and changes.
(18) Research and development	Participates in research and development and applies findings and local technological discoveries to the institution.	Drives research and development centre and programmes that are among the best in the country.	Supervises and guides research and development.	Evaluates and makes recommendations for research and development.
(19) Improvisation and use of local educational materials	Promotes the design and use local educational materials.	Creates and improvises local educational materials.	Supervises and modifies local educational materials.	Evaluates and makes further recommendations regarding local educational materials.
(20) Quality assurance	Interprets quality control and assurance mechanisms for all the relevant academic, leadership and management issues.	Ensures and guides Implementation of quality control and assurance mechanisms for all the relevant academic, leadership and management issues.	Drives the quality control and assurance mechanisms for all the relevant academic, leadership and management issues	Evaluates and makes further recommendations of quality control and assurance mechanisms for all the relevant academic, leadership and management issues.
(21) Health and safety for all	Prioritises the safety of students and staff; promotes awareness, prevention, and	Monitors and supervises health and safety standard of the institution.	Drives and leads health and safety standards of the institution.	Sets and evaluates the health and safety standards, and continually

	first aid facilities in health and safety matters; cooperates with the relevant internal and external authorities to ensure the health and safety of students and staff.			raising the standards from time to time as circumstances may warrant.
Domain 5: Generating resources internally and ensuring accountability				
(22) Efficiency in the management of finances	Identifies the needs of the departments in line with available financial resources.	Monitors and supervises the utilization of financial resources.	Sources and prioritises the utilization of financial resources.	Initiates, evaluates and makes further recommendations on utilization of financial resources.
(23) Transparency in the management of school finances	Provides regular reports of institution's income and expenditure to all the relevant authorities.	Ensures the provision of regular reports.	Monitors supervises and ensures compliance with financial transparency standard.	Ensures compliance with financial regulations.
(24) Revenue generation	Identifies sources of revenue generation.	Maps out strategies for revenue generation.	Demonstrates capacity to raise revenue for the institution through strategic collaboration with the relevant stakeholders.	Initiates, strategies, and recommends and leads revenue generation ventures.
(25) Best practices in financial management	Understands and complies with the best practices in financial management and their application in all the relevant financial processes of the institution	Ensures compliance with the best practices in financial management and their application in all the relevant financial processes of the institution.	Demonstrates knowledge of the best practices in financial management and their application in all the relevant financial processes of the institution.	Advises and recommends the best practices in financial management and their application in all the relevant financial processes of the institution.
Domain 6: Engaging and working with the local and international communities				
(26) Open communication between the school and community	Identifies communication strategies with the community, relevant government agencies and other stakeholders.	Guides and implements communication strategies with the community, relevant government agencies and other stakeholders.	Drives robust communication with the community, relevant government agencies and other stakeholders.	Initiates and leads efficient communication strategies with the communities.

(27) Partnerships with community and government	Identifies collaborative relationships and partnership with the immediate community, government agencies and other resource providers.	Guides and implements collaborative relationships and partnership with the immediate community, government agencies and other resource providers.	Drives collaborative relationships and partnership with the immediate community, government agencies and other resource providers.	Initiates and maintains collaborative relationships and partnership with the immediate community, government agencies and other resource providers.
(28) Needs of immediate community	Identifies the needs of the immediate community that can be and addressed by the institution.	Guides and develops strategies towards addressing the need of immediate community.	Drives the strategies that will address the need of immediate community.	Initiates and leads strategies that will address the need of immediate community.
(29) Corporate social responsibility and community support	Identifies the long and short time needs of the immediate communities.	Maps out strategies and provides guidance for implementation of corporate social responsibilities and community support.	Drives measures and strategies for corporate social responsibility and community support.	Empowers the institution to serve as a responsible corporate citizen of the immediate community, contributing to the progress and wellbeing of the community where possible.

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