



TEACHERS REGISTRATION COUNCIL OF NIGERIA

(FEDERAL MINISTRY OF EDUCATION)

PROFESSIONAL STANDARDS FOR NIGERIAN TEACHERS



SECTION ONE

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 Nigerian Teachers*** in 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 which 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 Nigerian Teachers*** are abstractions of the ***National Minimum Academic Benchmarks*** for 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 (the 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 entire countries of the world have come under one umbrella for the purpose of the regulation of the teaching profession globally. The umbrella is the ***International Forum of Teaching Regulatory Authorities (IFTRA)*** with headquarters at the General Teaching Councils for Wales, in the United Kingdom. Nigeria through TRCN is a leading member of IFTRA and 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 Africa and in IFTRA. Part of the responsibility of Nigeria in this respect, is to bequeath to the nation ***Professional Standards*** that speaks 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 ***Professional Standards for Nigerian Teachers***.

This publication is also very critical in consideration of the 2009 decision of all 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 licenses 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 Nigerian Teachers*** 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.

The publication is organized into seven (7) Sections. Section 1 is the Introductory Section that presents the legal framework for the regulation of the teaching profession in Nigeria. Sections 2 to 5 present the *Professional Knowledge; Professional Skills; Professional Values, Attitude and Conduct; and Professional Membership Obligations*, respectively. The remaining Sections 6-7 contain guidelines on the Induction of Education Students at Point of Graduation and Continuous Professional Development. At the Appendix is a sample of the ***Professional Standards for Nigerian Teachers Checklist (PSNTC)*** that may be used by stakeholders to constantly rate the compliance of teachers with the Professional Standards.

1.2 The Regulation of the Teaching Profession in Nigeria

1.2.1 Establishment/Mandates of TRCN

The Council was established by the Teachers Registration Council of Nigeria Act 31 of 1993. Several decades of agitation by professional teachers and other stakeholders for the establishment of a regulatory agency led to the enactment of the Act.

The Act in section 1(1) charges the Council with the following responsibilities:

- i. Determining who are teachers for the purpose of this Act.
- ii. Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.
- iii. Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons.
- iv. Regulating and controlling the teaching profession in all its aspects and ramifications.
- v. Classifying from time to time members of the teaching profession according to their level of training and qualification.
- vi. Performing through the Council established under this Act the functions conferred on it by this Act.

1.2.2 Implications of TRCN Mandates

The TRCN Act has far-reaching implications for the teaching profession. This reality can be appreciated by the fact that the content of the TRCN Act is one and the same with the

contents of the Acts that established the Councils that regulate and control the professions of Law, Medicine, Engineering, Pharmacy, etc in Nigeria. It suffices therefore to state that teachers will henceforth undergo all those necessary intellectual, professional, moral, social and even psychological rigors characteristic of the other noble professions and which have set them far apart from quacks and lay people.

Also, as it is applicable to the other professions, no category of teachers is exempted from regulation and control. It is obvious that all medical doctors, lawyers, engineers, pharmacists, etc at all levels of our national life, both in the public and private sectors submit to the provisions of the Acts regulating their respective professions. In the same way, all persons who perform jobs that rightly and legally constitute teaching as well as those who administer teaching and learning in the Nigerian education system must be trained teachers, registered and regulated.

Indeed, the TRCN Act Section 17(2) states that it is a criminal offence for any individual who is not registered by TRCN as a teacher to do the job of a teacher or earn the reward of a teacher or use the title or identity of a teacher. The Act provides that any individual convicted of the offence shall be liable for a fine of five thousand Naira (N5,000) or two years imprisonment or both as the law court may decide. It further states that the employer(s) or facilitators of such an individual shall be liable for the same fine or two years imprisonment or both. It should be noted that the five thousand Naira fine was fixed in 1993 when the Act came into force. The Act is now being reviewed and the fine will also be raised to a very significant amount. These provisions of the Act are very serious prohibitions by the law which many individuals and employers in Nigeria have recklessly violated over the years. However, TRCN is poised to commence the enforcement of this Act systematically and steadily until the offenders appreciate that the TRCN Act is the same as the ones being used by other agencies of government now regarded as powerful because they have the political will to enforce their enabling laws.

1.2.3 Programmes of TRCN

In accordance with the TRCN legal provisions and conventions common to the professional regulatory agencies, the Council is implementing the following programmes and activities:

- i. *Registration and licensing of qualified teachers.*
- ii. *Accreditation, monitoring and supervision of the courses and programmes of teacher training institutions in Nigeria to ensure that they meet national and international standards. The institutions include the Colleges of Education, Faculties and Institutes of Education in Nigerian universities, Schools of Education in the Polytechnics, and the National Teachers Institute.*
- iii. *Organisation of Internship Schemes and induction programmes for fresh Education graduates to equip them with the necessary professional skills before licensing them for full professional practice.*
- iv. *Conduct of professional examinations and interviews to determine teachers that are suitable for registration.*
- v. *Establishment of national minimum standards for and execution of Mandatory Continuing Professional Development (MCPD) to guarantee that teachers keep abreast of developments in the theory and practice of the profession.*

- vi. *Organisation of Annual Conference for Registered Teachers.*
- vii. *Publication of a register of qualified and licensed teachers in Nigeria in hard copies and available through the World Wide Web.*
- viii. *Enforcement of professional ethics among teachers using the Teachers Investigating Panel (TIP) and the Teachers Tribunal.*
- ix. *Prosecution in the law court of unqualified persons performing the job of teachers in contravention of the TRCN Act section 17(2).*
- x. *Acting as the voice of the voiceless teachers and continuously initiating/driving public policies and practices that could reposition the teaching profession in Nigeria in order to compete favourably in the global world.*

1.2.4 Legal Requirements for Recognition of teachers in Nigeria

To be legally recognized as a teacher in Nigeria, an individual must register with TRCN. The TRCN Act 31 of 1993, section 6 (1) states that to be registered, an individual must:

- i. Pass a qualifying examination accepted by the Council and complete the practical teaching prescribed by the Council under the Act or
- ii. Not being a Nigerian, hold a qualification granted outside Nigeria which for the time being is recognized by the Council and is by law entitled to practise the profession in the country in which the qualification was granted provided that the other country accords Nigerian professional teachers the same reciprocal treatment and that he satisfies the Council that he has had sufficient practical experience as a teacher.
- iii. Be of good character
- iv. Have attained the age of twenty-one years
- v. Not have been convicted in Nigeria or elsewhere of an offence involving fraud or dishonesty.

1.2.5 Other Requirements for Recognition of Teachers in Nigeria

To be registered and to retain one's name on the Teachers Register, a teacher shall comply with TRCN provisions regarding as the case may be:

- i. Induction at point of graduation
- ii. Payment of registration fees and annual dues
- iii. Professional Qualifying Examinations
- iv. Internship after graduation from teacher education institution
- v. Continuing Professional Development
- vi. Any other requirements that may be made by TRCN from time to time.

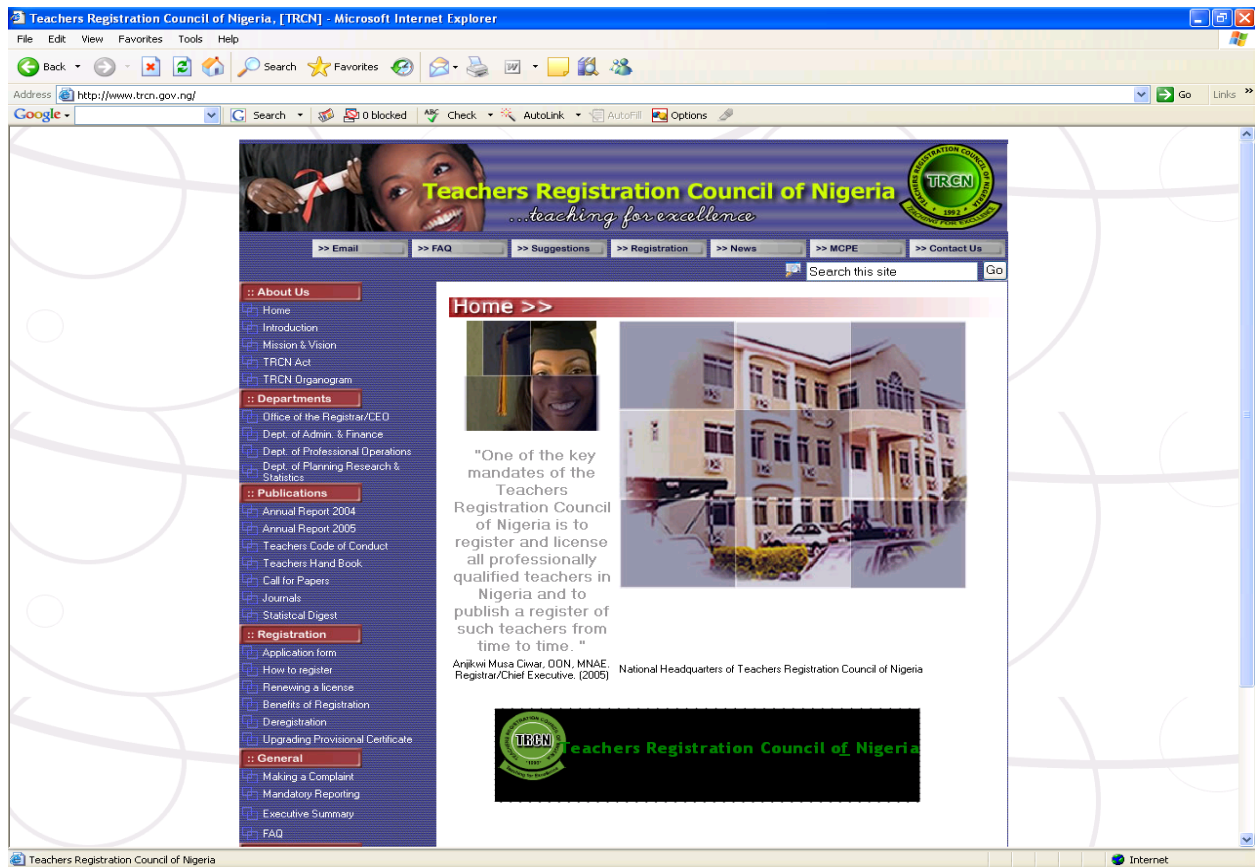
1.2.6 Rights and Privileges of Registered Teachers in Nigeria

Registered teachers shall enjoy the following rights and privileges among others:

- i. Legal status as teachers.
- ii. Freedom to add certain designations before or after their names as maybe determined by TRCN for the identification of registered teachers in Nigeria, such as **MTRCN** (Member TRCN), **FTRCN** (Fellow TRCN), etc.
- iii. Freedom to impart their professional skills, knowledge and values within the education system, subject to regulation by TRCN.

- iv. Participation in all TRCN activities that are open to members.
- v. Letters of credence from TRCN when required by foreign Teaching Councils or other relevant bodies around the world.
- vi. Professional salary scales, allowances and other benefits that may be secured by TRCN for registered teachers.

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1.3 The Statutory and Policy Framework for the Professional Standards for Nigerian Teachers

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 for Nigerian Teachers. 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 –*

- (a) in the case of the universities, through the National Universities Commission,*
- (b) in the case of a polytechnic, or college of agriculture, through the National Board for Technical Education,*

- (c) *in the case of a college of education, through the National Commission for Colleges of Education, and*
- (d) *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:

- (a) *To produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system mentioned in this Act,*
- (b) *To encourage the spirit of enquiry and creativity in teachers,*
- (c) *To help teachers fit into the social life of the community and society at large and to enhance their commitment to national objectives, and*
- (d) *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 National Benchmarks for Nigerian Teachers. 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 Economic Empowerment and Development Strategy

In the National Economic Empowerment and Development Strategy (NEEDS) document, which is one of the country's most important development document developed over the eight years (1999-2007) of the Olusegun Obasanjo administration, Nigeria believes that the 21st century is Africa's century where the African continent is expected to break out of the vicious cycle of poverty, disease and ignorance and take its proper place in the comity of nations. To this effect, Nigeria is expected to be top among that African countries that will make the dream come true. Therefore, the NEEDS documents states that the Vision of Nigeria is:

To build a truly great African democratic country, politically united, integrated and stable, economically prosperous, socially organized, with equal opportunity for all, and responsibility from all, to become the catalyst of (African) Renaissance, and making adequate all-embracing contributions, sub-regionally, regionally and globally. (Nnebe, 2007, p. 236).

The NEEDS envisages that education will effectively be used as a tool for social change and transformation to achieve not only the United Nations Millennium Development Goals (MDG) but also overall development of the country. The eight MDGs are to:

- i. Eradicate extreme poverty and hunger,
 - ii. Achieve Universal Primary Education,
 - iii. Promote gender equality and empower women,
 - iv. Reduce child mortality,
 - v. Improve maternal health,
 - vi. Combat HIV and AIDS, malaria and other diseases,
 - vii. Ensure environmental sustainability, and
 - viii. Develop a global partnership for development.
- (Special Assistant to the President on MDG, 2007, pp. 2-3)

The MDGs have serious implications for Education.

1.3.4 The National Policy on Education

The *National Policy on Education (2008)* has the expectation that teaching in Nigeria shall attain the highest standards possible. It asserted, "Since no education system can rise above the quality of its teachers, teacher Education shall continue to be given major emphasis in all educational planning and development" and "the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE)." Accordingly, it provided that the goals of teacher education shall be to:

- (a) *Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;*
- (b) *Encourage further the spirit of enquiry and creativity in teachers.*
- (c) *Help teachers to fit into the social life of the community and the society at large, and enhance their commitment to national goals.*
- (d) *Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and*
- (e) *Enhance teachers' commitment to the teaching profession.*

The Policy further stated that "All teachers in educational institutions shall be professionally trained" and that "Teacher education programmes shall be structured to

equip teachers for the effective performance of their duties.” The Policy listed the following institutions, among others, as those to give the required professional education:

- (a) *Faculties of Education*
- (b) *Institutes of Education*
- (c) *Colleges of Education*
- (d) *National Teacher Institutes (NTI)*
- (e) *Schools of Education in the Polytechnics*
- (f) *National Institute for Nigerian Languages (NINLAN);*
- (g) *National Mathematical Centre (NMC)*

The Policy finally provides as follows, that:

- (a) *Teaching is a legally recognized profession in Nigeria; in this regard, Government has set up the Teachers’ Registration Council to control and regulate the practice of the profession.*
- (b) *Those already involved in teaching but not professionally qualified shall be given a period of time within which to qualify for registration or leave the profession.*
- (c) *Newly qualified teachers shall serve a period of internship - one (1) year for degree holders and two (2) for NCE holders.*
- (d) *Teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in their profession.*
- (e) *In-service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies.*
- (f) *Effort towards the improvement of quality education at the primary and secondary levels shall include the appointment of academically and professionally qualified persons as teachers and head teachers and the regulation of in-service training programme for teacher and head teachers.*

1.3.5 The National Teacher Education Policy

The National Teacher Education Policy (2009) contains the latest articulation of the Vision, Goal and Objectives of Teacher Education in Nigeria. Section 7.1 of the Policy states that the Vision of Teacher Education in Nigeria is to:

Produce quality, highly skilled, knowledgeable and creative teachers based on explicit performance standards through pre-service and in-service programmes who are able to raise a generation of students who can compete globally.

The Goal of Teacher Education, according to the Policy (Section 7.2), is:

To ensure that teachers are trained and recruited to teach world class standards and to continue to develop their competencies in their entire career.

The Policy in section 7.3 listed the objectives of Teacher Education to include:

- i. *To create adequate incentives to attract competent people into the teaching profession.*

- ii. *To ensure rigorous admission and graduation requirements and apply them consistently.*
- iii. *To ensure that teacher education institutions are well equipped both in human and material resources.*
- iv. *To ensure that teachers have sufficient mastery of content and varied methods of teaching that are subject-specific, including teachers for Special Needs Learners.*
- v. *To ensure structured, effective and supportive supervision of teaching practice and induction as well as certification and licensing.*
- vi. *To produce sufficiently trained teacher educators capable of imparting and modeling desired knowledge, skills and attitudes.*
- vii. *To motivate teachers and provide opportunities for their continuing professional development, retention, advancement and improvement in their chosen career.*
- viii. *To ensure that teachers constantly upgrade their skills in order to remain competent and relevant.*

The Teacher Education Policy established eight (8) principles that shall guide actions and measures to be taken in Teacher Education and practice. These principles are:

- ii. **Principle 1** – *To attract competent people into the teaching profession there must be adequate incentives.*
- iii. **Principle 2** – *To produce capable teachers, admission and graduation requirements need to be reviewed to improve the quality of entrants and graduates.*
- iv. **Principle 3** – *For student teachers to be able to learn well, teacher education institutions must be equipped to prepare them adequately.*
- v. **Principle 4** – *For teachers to be able to teach well at their level, they must have sufficient mastery of content and subject-specific methods of teaching.*
- vi. **Principle 5** – *Successful student teaching is a result of structured, effective and supportive supervision provided to the student teacher by a variety of educators.*
- vii. **Principle 6** – *For teachers to learn well, teacher educators must be sufficiently trained and capable of imparting and modeling desired knowledge, skills and attitudes.*
- viii. **Principle 7** – *If teachers are to stay motivated, they must have opportunities for continuing professional development, advancement and improvement in their chosen career.*
- ix. **Principle 8** – *Like all professionals, teachers must constantly upgrade their knowledge and skills if they are to remain relevant in a rapidly changing world.*

Under **Principle 5**, the National Teacher Education Policy provides for **Induction** and **Certification and Licensing**. For Induction, the Policy states that:

- ii. *A structured process of deployment and supporting graduates (Nigeria Certificate in Education or Bachelors Degree) in their first year of service as teachers shall be developed.*
- iii. *Supervisory personnel from the Ministries of Education, TRCN, State Universal Basic Education Boards and Local Education Authorities shall receive training in standardized procedures for ensuring optimal support for new teachers during their induction period.*

In the case of Certification and Licensing, the Policy dictates as follows:

- i. *After graduation from Nigeria Certificate in Education or Bachelors Degree programme, each new teacher shall be registered by TRCN after one year of internship with mentoring and get licensed.*
- ii. *Recertification of every registered teacher by TRCN, based on evidence of continuing academic and professional development shall take place every five years.*

These ongoing citations and other rich contents of the National Policy on Teacher Education clearly form part of the framework for the Professional Standards for Nigerian Teachers.

1.3.6 UNESCO/ILO Position on the Status of the Teacher

In 1984, the International Labour Organization and UNESCO 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 has 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:

(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.

(b) Discipline

Rec. 47: Disciplinary measures applicable to teachers guilty of breach of professional conduct should be clearly defined. The proceedings and any resulting actions should only be made public if the teacher so requests except where prohibition from teaching is involved or the protection or well-being of the pupils so requires.

Rec. 48: The authorities or bodies competent to propose or apply sanctions and penalties should be clearly designated.

(c) Rights

Rec. 61: The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programmes, and with the assistance of the educational authorities.

Rec. 62: Teachers and their organizations should participate in the development of new courses, textbooks and teaching aids.

Rec. 63: Any systems of inspection or supervision should be designed to encourage and help teachers in the performance of their professional tasks and should be such as not to diminish the freedom, initiative and responsibility of teachers.

Rec. 64: (i) Where any kind of direct assessment of the teacher's work is required, such assessment should be objective and should be made known to the teacher.

(ii) Teachers should have a right to appeal against assessments, which they deem to be unjustified.

Rec. 65: Teachers should be free to make use of such evaluation techniques as they may deem useful for the appraisal of pupils' progress, but should ensure that no unfairness to individual pupils results.

Rec. 66: The authorities should give due weight to the recommendations of teachers regarding the situation of individual pupils for courses and further education of different kinds.

Rec. 67: Every possible effort should be made to promote close co-operation between teachers and parents in the interests of pupils, but teachers should be protected against unfair or unwarranted interference by parents in matters which are essentially the teacher's professional responsibility.

Rec. 69: While teachers should exercise the utmost care to avoid accidents to pupils, employers of teachers should safeguard them against the risk of having damages assessed against them in the event of injury to pupils occurring at school or in school activities away from the school premises or grounds.

(d) Responsibilities

Rec. 70: Recognizing that the status of their profession depends to a considerable extent upon teachers themselves, all teachers should seek to achieve the highest possible standards in all their professional work.

Rec. 71: Professional standards relating to teacher performance should be defined and maintained with the participation of the teachers' organizations.

Rec. 72: Teachers and teachers' organizations should seek to co-operate fully with authorities in the interests of the pupils, of the education service and of society generally.

Rec. 73: Codes of conduct should be established by the teachers' organizations, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.

Rec. 74: Teachers should be prepared to take their part in extra-curricular activities for the benefit of pupils and adults.

Rec. 75: In order that teachers may discharge their responsibilities, authorities should establish and regularly use recognized means of consultation with teachers' organizations on such matters as educational policy, school organization, and new developments in the education service.

Rec. 76: Authorities and teachers should recognize the importance of the participation of teachers, through their organizations and in other ways, in steps designed to improve the quality of the education service, in educational research, and in the development and dissemination of new improved methods.

Rec. 77: Authorities should facilitate the establishment and the work of panels designed, within a school or within a broader framework, to promote the co-operation of teachers of the same subject and should take due account of the opinions and suggestions of such panels.

Rec. 78: Administrative and other staff that are responsible for aspects of the education service should seek to establish good relations with teachers and this approach should be equally reciprocated.

Rec. 79: The participation of teachers in social and public life should be encouraged in the interest of the teacher's personal development, of the education service and of society as a whole.

Rec. 80: Teachers should be free to exercise all civic rights generally enjoyed by citizens and should be eligible for public office.

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.*
- f) *The Roadmap to the Education Sector in Nigeria, 2009.*

1.4 The Scope of the Professional Standards for Nigerian Teachers

The *Professional Standards for Nigerian Teachers* consists of four *Themes* to be used to appraise the professional standing of a teacher in Nigeria. These are:

- a) **Professional Knowledge,**
- b) **Professional Skills,**
- c) **Professional Values, Attitude and Conduct, and**
- d) **Professional Membership Obligations.**

In addition, the *Professional Standards for Nigerian Teachers* includes the following vital information and instruments:

- a) **Guidelines on Induction at Point of Graduation** – *Induction in this instance is defined as being formally and legally called to serve the nation as teachers and publicly taking the Teachers Oath in a ceremony jointly held by TRCN and the Teacher Education Institutions before the final discharge of graduates from their institutions.*
- b) **Guidelines on Continuous Professional Development (CPD)** – *CPD here refers to the lifelong learning by teachers to keep abreast of developments in the field of education.*
- c) **Instruments for Assessment of Teachers' Professional Standing** – *These are standardized checklists that may be used by TRCN, teachers, employers, teachers' unions and other stakeholders to assess the compliance of teachers with the Professional Standards.*

The **four (4) Themes** are broken down into **thirty six (36) Sub-Themes** and then into **eighty four (84) Standards**. The *Standards* are essentially performance benchmarks expected of Professional Teachers in Nigeria, depending on the *Category* of the teachers. The *Themes-SubThemes-Standards-Expected Performance* flow is depicted by the charts below:

Figure 1: Graphic illustration of the Professional Standards for Nigerian Teachers

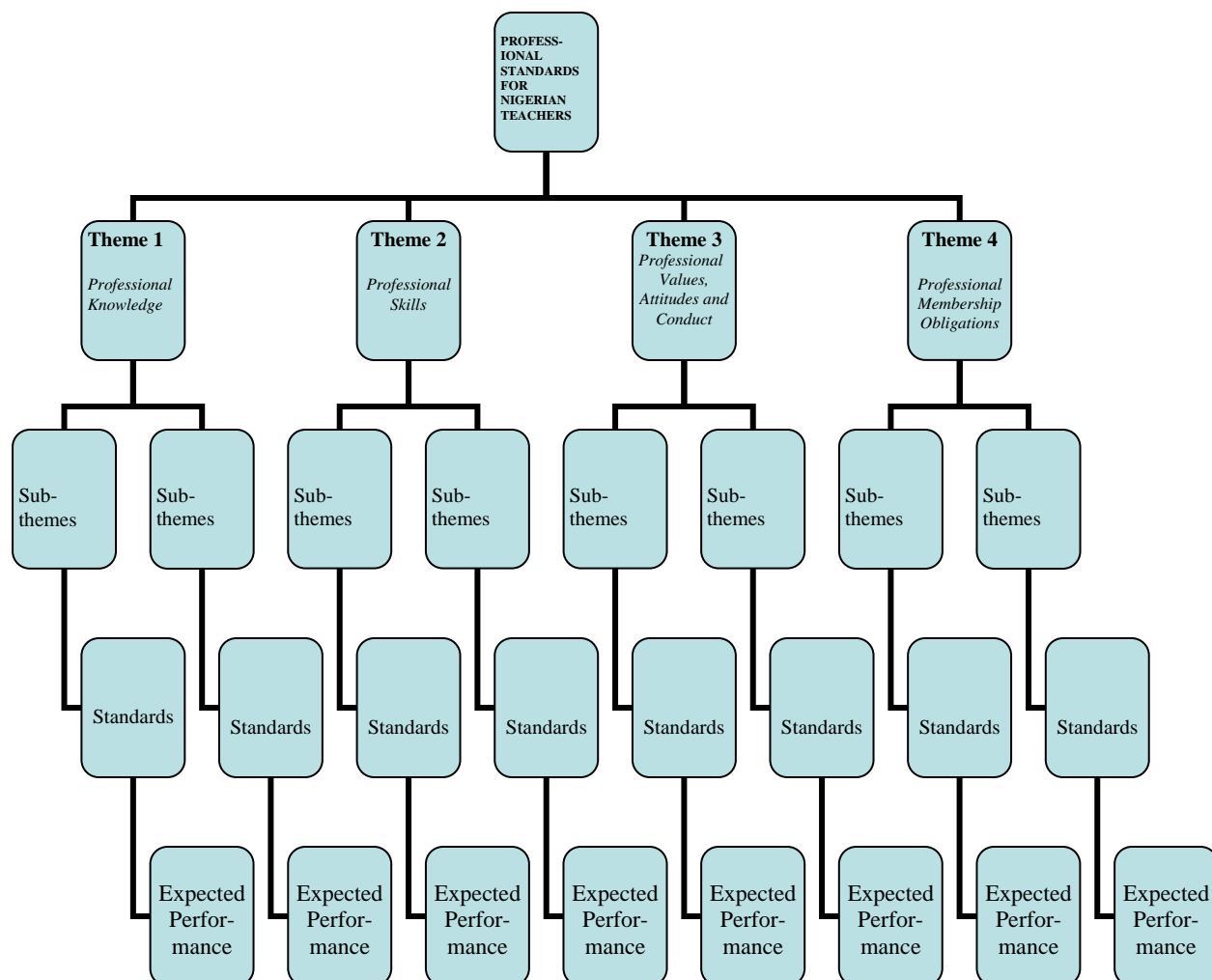


Table 1: Illustration of the Professional Standards for Nigerian Teachers

THEME: PROFESSIONAL KNOWLEDGE

Sub-theme 1: Subject content				
Standard	Expected Performance*			
	NCE Teachers	Graduate Teachers	Masters Teachers	Doctoral Teachers
<i>(1) Teachers know the content of the subjects they teach.</i>				

***NB:** The performances expected of teachers of higher category include those listed for teachers of lower category plus the performances that ought to be unique to the higher category where stated.

1.5 Categorization of Nigerian Teachers

Registered teachers in Nigeria are categorized into four groups as follows:

Category A (Doctoral Teachers):

Holders of PhD in Education or

PhD in other field plus teaching qualification e.g. Post Graduate Diploma in Education (PGDE); Professional Diploma in Education (PDE); Nigeria Certificate in Education (NCE).

Category B (Master Teachers):

Holders of Masters Degree in Education or Masters Degree in other fields plus a teaching qualification, e.g. PGDE, PDE, NCE.

Category C (Graduate Teachers):

Holders of Bachelors Degree in Education or Bachelors Degree in other field plus a teaching qualification, e.g. PGDE, PDE, NCE.

Category D (NCE Teachers):

Holders of the Nigeria Certificate in Education which is the national minimum teaching qualification.

This categorization is based on the provisions of the TRCN Act 31 of 1993, Section 2(e) which gave TRCN the responsibility of “*classifying from time to time members of the teaching profession according to their level of training and qualification.*” The categorization is therefore a statutory function and the fact that it should be based on teachers’ level of training and qualification are also prescribed by law.

To come up with the categories, the Honourable Minister of Education in 2000 just before the full take-off of TRCN set up a Ministerial team to advise the Federal Government on the modalities for operating TRCN and to come up with the categories of teachers as prescribed by the law. The Ministerial team was headed by one of the Nigeria’s foremost professor of Education and several times Vice Chancellor of Nigerian and foreign universities, Professor Adamu Baikie. It was the Ministerial team that bequeathed to the teaching profession in Nigeria the four categories of teachers.

In essence, the categorization of teachers in Nigeria places strong emphasis on the need for teachers to constantly update themselves in academic qualification as indispensable basis for professional growth and development. The categorization appreciates the fact that experience is very necessary, but that experience must be founded on the highest possible academic qualifications. This is the reason why entry into the various levels of the education system as a teacher demands requisite academic qualifications. For instance,

- a) *To teach at the Basic Education level, the National Policy on Education prescribes a minimum qualification of the Nigeria Certificate in Education;*
- b) *To teach at the Senior Secondary School level, the Policy prescribes a minimum of a Bachelors Degree in Education or Bachelors Degree in other fields plus a teaching qualification;*

- c) *To teach at the polytechnics or colleges of education, the National Board for Technical Education and National Commission for Colleges of Education prescribed a Masters Degree as the minimum qualification;*
- d) *To teach in any Nigerian university, the National Universities Commission prescribed a Doctorate Degree as the minimum entry qualification.*

These conventions operating at the various levels of the education system explain why teachers may not rise beyond a certain level in their career without proper academic qualifications. For instance, an NCE or Bachelors Degree teacher, no matter the years of experience, without appropriate qualification may not rise to the doctoral status. Similarly, no university in Nigeria or elsewhere admit persons to study higher degrees without meeting certain minimum qualifications. For a PhD study for instance, a teacher must possess a Masters Degree to be admitted. These facts show that, much as experience counts, academic qualifications provide limits to how much experiences can count. Therefore, categorization of teachers by TRCN according to the level of training and qualification is a way of advising teachers not to rest on their oars or expect to hit the pinnacle of their career with lower qualifications. Indeed, teachers as the trainers and makers of all other professionals ought to aspire to attain the highest level of training available in the education system.

From the foregoing, it could be seen that the categorization of teachers according to their level of training and qualifications is not only a statutory prescription but also follows the wisdom and convention operating at all the levels of the Nigerian education system.

1.6 Measurement of Teacher Performance in Relation to the Standards

1.6.1 The Professional Standards for Nigerian Teachers Checklist (PSNTC)

At any time, the *Professional Standing* of a teacher may be ascertained by applying the *Professional Standards for Nigerian Teachers Checklist (PSNTC)* that rates the performance of a teacher in relation to each *Standard*, depending on the *Category* of the teacher and the *Standards* that are applicable. For instance, for each *Standard*, different levels of attainments (*expected evidence based performances*) are prescribed for the different *Categories* of teachers. For instance, the *Induction* at Point of Graduation Standard may apply to a fresh teacher who graduated recently from initial Teacher Education programme but may not apply to an old teacher who left school before the policy on *Induction* at Point of Graduation came into effect in 2008.

1.6.2 Authorities Expected to Use the PSNTC

The PSNTC is open to use by TRCN, Teachers Investigating Panel, employers of teachers, teachers unions, parents-teachers associations, non-governmental organisations, international development partners and other stakeholders to keep themselves informed about the *Professional Standing* of a teacher or group of teachers as required by their respective mandates. Teachers are also advised to carry out self evaluation from time to time using the questionnaire. A Specimen of the PSNTQ is attached to this publication.

1.6.3 Institutionalization of the PSNTC

It is recommended that employers should annually evaluate the professional standing of their teachers using the **PSNTC** and to utilize the result as part of the basis for promotion and other reward schemes within the system. For the purpose of the annual evaluation, three officers superior to the teacher are expected to independently assess the professional standing of the teacher and thereafter, the average score from the three assessments are taken as the final score of the teacher. Before and after the evaluation, the teacher being evaluated and the assessors should hold interaction sessions aimed at making the teacher understand that the aim of the assessment is to guide him for higher professional growth and development; to discuss strengths and shortcomings revealed by the assessment; and to assist him in overcoming any shortcomings. The teacher is expected to countersign the assessment report on the **PSNTC** and make his comment before each assessor submits result of the **PSNTC** to the employer. The assessors may be appointed by the employer from within or outside the system.

1.6.4 Future Developments

A Task Team on Teacher Education and Development set up by the Honourable Minister of Education of the Federal Republic of Nigeria is working on a number of fundamental and cross-cutting issues that when completed may be integrated or lead to revision of extant documents and regulations. One of such issues is the development of a “Career Path” document that may create categories, stages or steps that teachers in Nigeria shall pass through in their rise from the point of entry into the profession to the highest possible level. Currently, teachers in Nigeria are promoted mostly based on the years spent on the job and rewards have not been based sufficiently on performance. However, with the Professional Standards for Nigerian Teachers, the expected Career Path Document and related innovations to be introduced by the Ministerial Task Team, members of the Teaching profession can begin to enjoy rewards, promotion and progression based on measured performance and objective criteria. The Professional Standards and Career Path will ensure that teachers know the knowledge, skills, attitudes, values and conduct required at each stage and the appropriate rewards for meeting the standards set for each stage.

1.7 Arbitration Procedures for Addressing Breach of the Professional Standards for Nigerian Teachers

The TRCN Act 31 of 1993 has provided the framework for dealing with breaches of *Professional Standards*. The breaches may be in form of *professional misconduct, incompetence, or negligence of ones professional responsibilities and obligations*.

For the purpose of dealing with breaches of *Professional Standards*, the Act in Section 9(1) established the *Teachers Investigating Panel (TIP)* and *Teachers Disciplinary Committee* (otherwise known as the *Teachers Tribunal*). The Act in the same Section 9(1), states that the Teachers Tribunal “*shall be charged with the duty of considering and determining any case referred to it by the Teachers Instigating Panel and any other case of which the Tribunal has cognizance under the provisions of the Act.*” In Section 9(2), the Act stipulates that the Tribunal shall consist of the Chairman of TRCN Governing Board as Chairman and ten members appointed by the TRCN Governing Board.

Section 9(3) of the TRCN Act provides that the responsibility of the *Teachers Investigating Panel* shall be as follows:

- a) *Conducting a preliminary investigation into any case where it is alleged that a member has misbehaved in his capacity as a professional teacher, or should for any other reason be the subject of proceedings of the Teachers Tribunal, and*
- b) *Deciding whether the case should be referred to the Teachers Tribunal.*

In section 9(4), the Act states, “*The Panel shall be appointed by Council after consultation with the State Ministry of Education or the Federal Ministry of Education in the case of the Federal Capital Territory, Abuja and shall consist of five members one of whom shall be a legal practitioner.*”

Section 9(6) of the TRCN Act empowers TRCN to “*make rules not inconsistent with the Act as to what constitutes professional misconduct.*” TRCN has complied with this provision of the TRCN Act by publishing the a detailed ***Teachers Code of Conduct*** and this ***Professional Standards for Nigerian Teachers***, both of which shall form the primary documents used to prosecute erring teachers in Nigeria.

Section 10(1) of the TRCN Act states grounds that will make a professional teacher liable for prosecution. According to the Act, the grounds are where:

- a) *A teacher is judged by the Tribunal to be guilty of infamous conduct in any professional respect; or*
- b) *A teacher is convicted, by any court or committee in Nigeria or elsewhere having power to award imprisonment, of an offence (whether or not punishable with imprisonment) which in the opinion of the Tribunal is incompatible with the status of a teacher; or*
- c) *The tribunal is satisfied that the name of any person has been fraudulently registered.*

The TRCN Act in Section 10 empowers TRCN to punish teachers found guilty of breaches of the rules made by TRCN (in this case the *Teachers Code of Conduct* and the *Professional Standards for Nigerian Teachers*) by either reprimanding the teacher in writing or striking off the name of the teacher from the Teachers Register which implies barring the person from teaching in any part of the Federal Republic of Nigeria.

The TRCN Act Section 10(5) asserts the fact that the Teachers Tribunal has the powers of a Federal High Court and any teacher convicted by the Tribunal can only lodge appeal at a Court of Appeal and MUST do so within 28 days from the date the Tribunal serves him with a judgment.

Section 11(1) of the TRCN Act stipulates that it is the duty of the head of any educational institution to report to TRCN any breach of professional conducts and standards. The Act in Section 11 (2) states that failure by a head of educational institution to report breach of professional conducts and standards to TRCN constitutes an offence under law, punishable by the law court with “***a fine of one thousand Naira (N1,000) or imprisonment for a term of three months.***”

It must be stated at this point that only registered teachers are liable for prosecution by the Teachers Tribunal. Unregistered persons doing the work of a teacher are *ab initio* liable for prosecution in the law court in accordance with the provisions of the TRCN Act

Section 17(2) because they have no business in the teaching profession, in the first place. Section 17(2) of the TRCN Act states,

If on or after the commencement of this Act, any person not being a registered member of the profession or in expectation of reward, takes or uses any name, title, addition or description implying that he is in practice as a registered member of the profession, he shall be guilty of an offence.

The TRCN Act in Section 17(5) states, “a person guilty of an offence under this section shall be liable –

- a) On conviction to a fine of an amount not exceeding N1,000; or
- b) On conviction on indictment to a fine of an amount not exceeding N5,000 or to imprisonment to a term not exceeding two years, or to both such fine and imprisonment.

Section 17(6) of the Act further makes the employers and facilitators of unregistered teachers guilty of the same offence as the unregistered teacher. In this respect, the Act states that:

Where an offence under this section which has been committed by a body corporate is proved to have been committed with the consent or connivance of, or to be attributable to any neglect on the part of the director, manager, secretary or other similar officer of the body corporate or any person reporting to act in any such capacity, he as well as the body corporate, shall be deemed to be guilty of that offence and shall be liable to be proceeded against and punished accordingly.

For the prosecution of the registered teachers under the Teachers Tribunal, the TRCN Act in SCHEDULE 2 directs that the “Attorney General of the Federation shall make rules as to the selection of the members of the Teachers Tribunal for the purposes of any proceedings and as to the procedure to be followed and the rules of evidence to be observed in the proceedings before the Tribunal.”

It is important to inform the reader of this publication that all the bodies and instruments required to prosecute breach of the *Teachers Code of Conduct* and *Professional Standards for Nigerian Teachers* are all in place and functioning. Since 2007, the Teachers Investigating Panel (TIP) has been established in all States of the country including the Federal Capital Territory (FCT). As prescribed by law, the TIP in each State and FCT consists of five members one of whom is a legal practitioner. The TIP members are nominees of the Ministries of Education, Universities, Colleges of Education and Polytechnics in the States and FCT. The TIP members were duly sworn into office by the State Chief Judges of the various States and have since been very active in the performance of their statutory functions.

The Teachers Tribunal has also started sitting at the TRCN headquarters. The Attorney General and Hon. Minister of Justice of the Federation has resumed his own duties in the Teachers Tribunal as prescribed by law. He has appointed a legal practitioner (called

Assessor under the TRCN Act) to be his permanent representative in the Teachers Tribunal and to ensure that the Teachers Tribunal proceedings meet all the required legal standards and rule of law.

The TRCN Act in SCHEDULE 2 empowers the Teachers Tribunal to issue subpoena (writ of summons) to any teacher or person that it wishes to appear before it. The subpoena is to be issued through the Registry of Any Federal High Court, which makes it a legitimate Court Order on the person so served to appear before the Tribunal or risk prosecution by the Court of Law for contempt of court.

Summary of Procedures for addressing breach of the *Teachers Code of Conduct* and *Professional Standards for Nigerian Teachers*

In Summary, it is clear that the TRCN Act 31 of 1993 is the decisive legal document that prescribes the procedure for addressing a breach of the *Teachers Code of Conduct* or the *Professional Standards for Nigerian Teachers*, hereby summarized:

1. *That procedure first and foremost makes it OBLIGATORY for heads of educational institutions to report breaches of the Teachers Code of Conduct and Professional Standards for Nigerian Teachers to TRCN. The heads may do this by reporting directly to TRCN Headquarters or State Offices or to the Teachers Investigation Panel in their States.*
2. *The procedure equally permits any stakeholder in the teaching profession in particular or education in general to report breach of the Code or Standards to TRCN. Such stakeholders may be teachers, teachers union, students, students union, parents-teachers association, school based management committees, non-governmental organisations, international development partners, etc.*
3. *Reports to TRCN on breach of the Codes or Standards must be in writing and supported with the necessary evidence; It must state “only the truth, the whole truth and nothing but the truth.”*
4. *After duly reporting a breach to the TRCN, the Teachers Investigating Panel shall investigate the matter and decide whether or not the matter deserves to be heard by the Teachers Tribunal.*
5. *Where a case deserves hearing by the Teachers Tribunal, the Panel shall forward the case for determination by the Tribunal.*
6. *After the judgment of the Tribunal, an aggrieved party has 28 days under the law to lodge appeal with a Court of Appeal. Only a Court of Appeal can set aside the rulings of the Teachers Tribunal.*
7. *After the conclusion of a case either at the Teachers Tribunal or Court of Appeal as the case may be, the relevant rulings of either the Tribunal or*

Court of Appeal shall be enforced as a matter of law throughout the Federal Republic of Nigeria.

- 8. Nothing in this summary of procedures precludes TRCN from investigating matters that are not reported to it either in writing or directly as long as in its opinion such matters deserve the attention of the Teachers Investigating Panel and/or the Teachers Tribunal.***

SECTION TWO

PROFESSIONAL KNOWLEDGE

The following are the sub-themes, standards and expected performances under Professional Knowledge:

STANDARDS	EXPECTED PERFORMANCE			
	NCE Teachers	Graduate Teachers	Master Teachers	Doctoral Teachers
Sub-Theme 1: Subject content				
<i>(1) Teachers know the content of the subjects they teach.</i>	Teachers' knowledge covers all the themes and topics stipulated in the subject curriculum issued by the appropriate curriculum authority. For instance, a teacher in a Basic School is expected to know all the subjects, themes and topics in the Basic School Curriculum issued by the NERDC .	The same. For instance, a teacher of Mathematics at Senior Secondary Education level is expected to know all the themes and topics stipulated in the curriculum of Senior Secondary School Mathematics issued by NERDC, JAMB, NECO, WAEC, and other relevant authorities at that level.	Teachers know their specialized teaching subjects and know all the relevant themes and topics prescribed by the Minimum Academic Standards for the subjects.	Teachers know all the themes and topics in their specialized teaching subjects prescribed by the Minimum Academic Standards and have advanced knowledge of these subjects based on recent theories and research findings.
Sub-Theme 2: Pedagogy				
<i>(2) Teachers know how to teach subject content to their students and related assessment and monitoring strategies.</i>	Teachers know the general and specialized methodologies and techniques for teaching, assessing and monitoring student performance in	Teachers know how to utilize several behaviour management strategies to empower learner growth and development.	Teachers have critical understanding of the strengths and weaknesses of the various strategies ones most suitable for specific situations.	Teachers know the innovations and global best practices in the methodologies for teaching, assessing and monitoring student performance in

	their subjects.			their subjects.
Sub-Theme 3: National Curriculum requirements				
(3) Teachers know the national curriculum requirements.	Teachers are conversant with other relevant sections of the national curriculum other than just the content of the subject they teach.	Teachers know the assessment requirements for their subject and curriculum areas including requirements of the various national examinations.	Teachers know the sources of national and international statistical and related information needed to assess curriculum performance.	Teachers understand how to use national educational statistics and related information to accurately evaluate and improve curriculum implementation.
Sub-Theme 4: Literacy and Numeracy				
(4) Teachers know literacy and numeracy.	Teachers know basic reading and writing of English and their language of classroom instruction. Teachers know the basic operations of addition, subtraction, multiplication, and division as well have general quantitative aptitudes.	In addition, teachers have advanced ability to comprehend literature, grammar and syntax; know how to write essays, compositions, applications, feature article and similar assignments. Teachers have advanced quantitative aptitudes.	In addition, teachers have excellent understanding of written and spoken English and language of classroom instruction. Teachers understand the use of computer to develop data base of their students activities and reports and related assignments.	In addition, teachers understand written and spoken English and language of classroom instruction in international context. Teachers know how to use the latest statistical packages to analyse and present research findings and to draw inferences.
Sub-Theme 5: Information and Communications Technology				
(5) Teachers know the application of modern computer systems and communication technology.	Teachers know parts of a computer and basic computer operations; use computer software (e.g. Microsoft Word, Power Point); use of the internet; use of emails and other communications devices.	In addition, teachers know the use of projectors for lesson presentations; use of computer software to compute and store students' examination scores and personal data, etc. Teachers know the	Teachers know how to computerize most of their classroom activities; conduct academic research using digital libraries.	Teachers know how to maintain robust relationship with the international academic community using information and communication technology; Teachers know how to give their academic work maximum enrichment and

		application of the computer and software in the teaching of the their various subjects.		get them published or exhibited in leading international journals and fora through the help of ICT.
Sub-Theme 6: Students' socio-economic background				
(6) Knowledge of the diverse socio-cultural, ethnic and religious backgrounds of students and effects of these factors on learning.	Teachers know the diversity of religion and cultures in Nigeria; the various social, economic and political situations and the effects on learning and the <i>strategies</i> to help each learner to achieve excellent academic results not withstanding the background.	Teachers understand the best ways to engage learners from specific social backgrounds which give all learners equal educational opportunity.	Teachers know research methods that may enable them to gain deeper insight into the nature of social backgrounds, impact on learning and how to deliver the best teaching in all situations.	Teachers know on-going researches and findings that are yielding global best practices in dealing with learners of different backgrounds.
Sub-Theme 7: Students' Physio-Psychological Background				
(7) Knowledge of the stages of human development and the physical, social and intellectual implications of each stage.	Teachers understand 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.	Teachers know 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.	Teachers have advanced knowledge of the stages of human development, implications and strategies for successful learning; Teachers know research findings that have addressed implications of the stages of human development for Nigerian Education and useful strategies.	Teachers know on-going researches and findings that are yielding global best practices in dealing with learners at the various stages of human development.
(8) Teachers	Teachers know	Teachers know	Teachers know	Teachers know

<i>know how their students learn.</i>	<p>theories of learning and the learners' individualized approach to learning;</p> <p>Teachers know the effect of students' aptitudes on learning and the strategies for meeting the needs of each learner.</p>	<p>how to identify learners with difficulties and the strategies or avenues open to assisting them.</p>	<p>individualized instructional strategies that bring out the best potentials in each learner.</p>	<p>the latest global research findings dealing with individualized instructions and strategies for assisting learners to attain optimum academic achievements.</p>
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SECTION THREE

PROFESSIONAL SKILLS



Nigerian teachers in a TRCN Information and Communication Technology Training Programme.

The following are provisions on professional skills:

STANDARDS	EXPECTED PERFORMANCE			
	NCE Teachers	Graduate Teachers	Master Teachers	Doctoral Teachers
Sub-Theme 1: Planning				
(9) Planning learning programmes.	Teachers plan learning programmes by articulating all the requirements for the successful delivery of the specific topics and ensuring that they are met.	Teachers design education programmes that clearly show progression across age and general ability of learners.	Teachers take cognizance of need for both curricular and co-curricular activities and provide for classroom and out of class learning experiences.	Teachers lead ideas in the best strategies for planning, organizing and forecasting learning programmes and outcomes.
(10) Planning teaching and learning goals.	Teachers plan topics ahead of delivery by setting out clearly goals and objectives the lesson must achieve.	Teachers demonstrate creativity and adaptability in planning for classroom as well as homework objectives and goals.	Teachers demonstrate creativity in relating lesson objectives to general educational goals.	Teachers have perfected the art of framing learning goals and objectives that best achieve overall curriculum goals.
(11) Selection and organisation of content with preparation of lesson notes	Teachers select appropriate content and state the sequences of delivery using suitable written lesson plans and lesson notes.	Teachers select appropriate content and state the sequences of delivery using suitable written lesson plans and lesson notes.	Teachers are versatile in the articulation of various forms of lesson plans and notes that suit several purposes and topics of the teaching subject.	Teachers are creative in the development of lesson plans and notes that reflect the best trends around the world.
Sub-Theme 2: Resourcefulness				
(12) Selection, development and use of instructional resources.	Teachers select and collate appropriate instructional materials and resources; improvise and develop where possible.	Teachers apply advanced computer and technology aided resources in teaching.		Teachers have excellent skills in the application of modern technology to teaching and learning.
Sub-Theme 3: Teaching & Communication				

<i>(13) Effective communication and classroom interaction with students.</i>	Teachers effectively use spoken language, gestures, symbols, signs, questioning and other techniques to share information with and enrich understanding of the learners.	Teachers have ability to effectively pass information to learners and to understand precisely expressions of opinions and feelings of the learner.	Teachers have excellent writing and speech skills that distinguish them in groups and make them popular choice when the need for public speaker arises.	Teachers are communication experts - excellent in the language of instruction and a master of the art classroom information management and public speech.
<i>(14) Student grouping.</i>	Teachers utilize various grouping techniques and group exercises and projects to elicit effective participation and boost learning by students.	Teachers have skills to deepen research on student grouping and use their increasing teaching experiences to continually improve the performance of learners.	Teachers methods are founded on very sound knowledge of group dynamics and the application of the most effective strategies for group and collaborative work among learners.	Teachers apply latest scientific breakthroughs and research findings in group dynamics to elicit learner enthusiasm and track record learning outcomes.
<i>(15) Teaching methods/ strategies.</i>	Teachers apply several teaching strategies, including excursion, project, problem-solving, etc techniques to promote learning.	Teachers 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.	Teachers devise effective mix of lecture and other teaching strategies including project, problem-solving, field trip, demonstration, seminar, etc to promote learning.	Teachers utilize appropriate state-of-the-art lesson delivery strategies that may be obtained anywhere in the world.
Sub-Theme 4: Evaluation of Learners' Performance				
<i>(16) Teachers administer assessments that are reliable and valid and directly related to the subject content to ascertain periodically the progress of</i>	Teachers at least thrice in a term or semester test the knowledge, skills and values of learners in their subjects and ensuring that the tests are valid and reliable.	Teachers raise the aptitudes and motivation of learners towards regular academic assessment and assist learners to see testing as necessary part of learning.	Teachers make testing a collaborative activity between the teacher and learners in which both enthusiastically participate in determining the nature and	Teachers institutionalize testing and inspire learners towards effective self-evaluation.

<i>learners.</i>			success.	
<i>(17) Teachers give assistance to students identified by assessments to be deficient to enable them excel as other students.</i>	Teachers demonstrate ability to identify learners that require special attention on account of slow learning or other setbacks.	Teachers give extra time and special attention to assisting learners with slow progress or deficient in the subject.	Teachers extend teaching beyond classrooms in forms of projects, home work, professional counselling and even occasional visitation to students with special needs.	Teachers are experts in the management of learners with special needs.
Sub-Theme 5: Reporting				
<i>(18) Providing feedback to students.</i>	Teachers provide students with copies of details and results of all assessments carried out to monitor their performance in the subject or course.	Teachers engage students in meaningful dialogue regarding their level of performance, the factors responsible for the level of performance and how maximum progress may be achieved.	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.
<i>(19) Providing feedback to parents, guardians and other stakeholders.</i>	Teachers provide parents and guardians with copies of details and results of assessments carried out to monitor the academic performance of their children and wards. Teachers use the opportunity of Visiting or Open Days of their schools to have detailed discussion with parents and guardians on the performance of	Teachers provide reports of performance of learners to sponsors, parents guardians and appropriate stakeholders on request and contact them on special cases to discuss special issues concerning their candidates.	Teachers see parents and guardians as indispensable partners in the nurturing of the learners and motivate them to be enthusiastically involved in the communication process with the school.	Teachers institutionalize communication with parents and guardians to a point that effectively empowers the teachers, parents and guardians to develop joint commitment for the improvement of learner performance.

	their children or wards and provide same information to other appropriate stakeholders.			
Sub-Theme 6: Record keeping				
<i>(20) Teachers ensure that records of students' performance are maintained in acceptable formats, storage and retrieval systems.</i>	Teachers 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.	Teachers 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.	Teachers aspire to master and adopt advanced forms of record keeping and to improve their record keeping skills and practices from time to time.	Teachers become masters 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: Programme Monitoring and Evaluation				
<i>(21) Teachers monitor and evaluate learning programmes.</i>	Teachers periodically do a SWOT analysis of the strategies and processes employed in their programmes. SWOT - Strengths, Weaknesses, Opportunities and Threats. Based on the results of the analysis, teachers work towards up-scaling the strengths and opportunities and remedying the weaknesses and threats.	Teachers 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.	Teachers are flexible and open minded towards adopting the best learning programmes and strategies from within the country and international community.	Teachers have excellent skills to 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				
<i>(22) Teachers adhere strictly to all relevant national and</i>	Teachers take cognizance of all relevant health, safety and human	Teachers have capacity to identify cases and situations of child	Teachers are able to offer first aid and professional advice and	Teachers have versatile knowledge, appreciate,

<i>international laws and education policies concerning Human and Child's Rights, fundamental human rights, rule of law and safety and appropriate learning environment.</i>	rights issues provided in several organisational, national and international laws and education policies while dealing with learners.	abuse and take appropriate remedial action.	counseling to learners whose health, safety and human rights have been compromised.	disseminate and monitor compliance of the relevant educational laws and policies on health, safety and human rights by teachers.
<i>(23) Teachers to play critical role in the early 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.</i>	Teachers to 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.	Teachers see the education of special learners as integral part of their responsibility and get engaged in the research to understand and support such learners the more.	Teachers have advanced skills for indentifying talented and gifted learners; and take responsibility for treating the learners appropriately and linking them up with special persons and institutions that deal with such cases.	Teachers play leadership role in the identification and nurturing of talented and gifted learners.
Sub-Theme 9: Learning Environment				
<i>(24) Teachers create and sustain exciting learning environment based on excellent classroom management and leadership skills.</i>	Teachers apply excellent classroom management and leadership skills create exciting classroom atmosphere that empowers learner participation, confidence in instructional processes, discipline, and accomplishment of learning	Teachers make discipline and conscientiousness the foundation classroom environment and thereby promote purposefulness and independent study among learners.	Teachers create self-learning environments and empower learners to seize all learning opportunities wherever they may be found – in and out of the classroom.	Teachers 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.

	objectives by students with minimum supervision.			
Sub-Theme 10: Team Working and Collaboration				
(25) Teachers Work as team members.	Teachers seize relevant opportunities to work with colleagues; practise team research and team teaching.	Teachers give and receive coaching and mentoring from colleagues, create enabling environment for charismatic leadership and promote the culture of collective responsibility.	Teachers jointly execute projects and researches, publish scholarly papers, organize conferences and workshops and deliver lectures for both their students, local and international audiences.	Teachers are charismatic team leaders, creating bonds among colleagues that may lead to globally renowned team research findings, publications and other scholarly works.

SECTION FOUR

PROFESSIONAL VALUES, ATTITUDE AND CONDUCT

The following are the provisions of the Standards on Professional Values, Attitude and Conducts:

STANDARDS	EXPECTED PERFORMANCE			
	NCE Teachers	Graduate Teachers	Master Teachers	Doctoral Teachers
Sub-Theme 1: Relationship with learners				
(26) Teachers honour learners' rights and dignity.	<i>Teachers have respect for the learner's right and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age, etc.</i>	Teachers are vanguards of the rights of learners and are glaringly dispassionate in the treatment of learners of all backgrounds.		
(27) Teachers have responsibility for educational programmes.	<i>Teachers are responsible 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</i>	Teachers are the best brains and consultants on the best ways to manage and advance education at school and community, state, national and international levels and play active and remarkable roles in the development of education in society.		

	<i>supervision.</i>	
<i>(28) Teachers have empathy for learners.</i>	Teachers show maximum consideration for the feelings and circumstances of learners.	Teachers totally treat learners with parental love and concern, giving listening ears, and having capacity to understand learner emotions and meeting their needs as much as possible.
<i>(29) Teachers maintain confidentiality of learners' personal information.</i>	Teachers protect information about learners given in confidence except by law or in the interest of the learner, parents/guardians or in public interest.	Teachers are advocates of confidentiality of learner matters and data given or obtained in confidence except where required by law or public interest.
<i>(30) Teachers seek fair remuneration</i>	<i>Teachers seek payments that are commensurate to their services as obtained in the teaching profession in their environment.</i>	Teachers are satisfied with income that are legitimately and morally earned and not influenced unduly by the culture of materialism in the discharge of their duties.
<i>(31) Teachers shun sexual and related abuse of office.</i>	Teachers do NOT use their position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human trafficking and other related offences.	Teachers epitomize moral rectitude and selflessness in the discharge of the duties.
<i>(32) Teachers are vanguards against examination misconduct</i>	Teachers keep all examination records and knowledge at	Teachers advance the strategies for eradication of examination malpractice and lead programmes that sensitize learners against the evils and consequences of examination malpractice;

	<p>their disposal with absolute secrecy and NOT in any manner whatsoever aid and abet examination malpractice by learners.</p> <p>Teachers report all cases of examination malpractice, which come to their knowledge, to the appropriate authorities without delay.</p>	<p>Teachers play active role in the reporting and prosecution learners and colleagues involved in examination malpractice.</p>	
<i>(33) Teachers abhor illegal learner groups.</i>	<p>Teachers 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.</p>	<p>Teachers help in the re-orientation of learners and school community towards the eradication of cultism and other groups in schools that run contrary to public morality and laws; Teachers play active role in the reporting and prosecution of persons involved in cultism and related illegal activities.</p>	
<i>(34) Teachers serve as role model to learners.</i>	<p><i>Teachers serve as role model to learners, showing high degree of decency in speech, mannerism, discipline, dressing and general performance of their roles. Teachers in particular dress to portray the dignity of the</i></p>	<p>Teachers demonstrate the kind of behaviour, character and virtues they expect learners to have.</p>	<p>Teachers inspire learners, colleagues and members of society around them to live in accordance with highest human ideals particularly the ideals of integrity, hard work, honesty, selflessness, patriotism and other virtues.</p>

	<i>profession and have nothing to do with unnecessary exposure of parts of the body which may carry nudist connotations.</i>			
<i>(35) Teachers are Corruption-free.</i>	<i>Teachers do NOT ask or receive gifts, or gratification for themselves or for others in any kind whatsoever for selfish motive. Corrupt practices here include having canal knowledge of a learner, bribery, indecent relationship with a learner, etc.</i>	Teachers have records that are totally free of any criminal indictments.		
<i>(36) Teachers do not administer corporal punishment on learners.</i>	Teachers do NOT under any circumstance administer corporal punishment on learners.	Teachers promote humane treatment of learners and work as vanguards against all forms of child labour and maltreatment within his educational organisation or in society.		
<i>(37) Teachers inspire discipline among learners.</i>	Teachers at all times inspire learners to behave in a civil and disciplined manner.	Teachers lead exemplary lives that inculcating in learners the highest virtues of discipline.		
<i>(38) Teachers put their ideological beliefs and influences under guard when dealing with learners.</i>	Teachers avoid the use their positions to spread their political, religious, or other ideologies among learners.	Teachers have zero tolerance for the interference of ideology in the discharge of their duties.		
Sub-Theme 2: Relationship with Colleagues				
<i>(39) Teachers have mutual respect and esprit de corps for one</i>	<i>Teachers share relationship that are mutually</i>	<i>Teachers respect their senior and</i>	<i>Senior teachers show self respect,</i>	Teachers embody self-respect and

<i>another.</i>	<p><i>beneficial and aimed at uplifting the profession to the highest level. Teachers co-operate with one another to achieve professional goals. Teachers 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.</i></p>	<p><i>junior colleagues in all dealings by rendering help and assisting them to attain highest professional goals.</i></p>	<p><i>conduct themselves in exemplary manner and strive to bring up junior colleagues professionally.</i></p>	<p>highest consideration for the honour and dignity of colleagues.</p>
<i>(40) Teachers have very high integrity.</i>	Teachers are honest and demonstrate very high integrity and trustworthiness in all conducts.	Teachers are renowned for their trustworthiness and truthfulness in all circumstances.		
<i>(41) Teachers have zero tolerance for social discrimination.</i>	Teachers relate equally with all colleagues irrespective of religion, culture, race, gender, political inclination, etc.	Teachers uphold and defend the right of every individual to his or her own beliefs and culture and other social backgrounds.		
<i>(42) Teachers do NOT defame one another.</i>	Teachers do NOT make derogatory remarks on one another or undermine the	Teachers speak of colleagues and treat them with the highest mark of respect and professional support and encouragement.		

	integrity of colleagues in any circumstance.	
<i>(43) Teachers avoid touting.</i>	Teachers do NOT use dubious or unethical means such as deception, misinformation, etc, to take away clients and learners of colleagues.	Teachers accept responsibilities or search for academic and professional opportunities only through approaches that are morally sound transparent.
<i>(44) Teachers do NOT canvass for clients</i>	Teachers do 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.	Teachers attract recognition and consultancy to themselves only through fame genuinely earned in the minds of the public by dint of hard work and productivity and not through dubious advertisement or campaign.
<i>(45) Teachers do not Plagiarize</i>	Teachers recognize the work and contributions of colleagues and other scholars to knowledge and avoid copyright violations.	Teachers give credit to all other scholars or bodies that deserve it whenever their intellectual property is used.
<i>(46) Teachers settle disputes among themselves through established professional mechanisms.</i>	Teachers resolve their differences internally. Teachers utilize their wisdom, experience and commitment to the profession in assisting colleagues to amicably settle disputes. Where disputes	Teachers are noted for their enthusiasm to resolve problems through professional channels; teachers sensitize, advocate and guide colleagues to follow professional channels of dispute resolution.

	cannot be resolved internally, teachers refer them to the Teachers Investigating Panel before seeking redress in court.	
Sub-Theme 3: Administrative and Academic Leadership		
<i>(47) Teachers inspire subordinates.</i>	Teachers inspire subordinates by exemplary character or behaviour and show unalloyed commitment to the demands of their offices.	Teachers are charismatic leaders who positively impact on the lives of their subordinates and leading them towards higher ideals of life and organisational commitment.
<i>(48) Teachers motivate subordinates</i>	Teachers give necessary incentives to subordinates to empower them to advance and excel in their professional careers.	Teachers are able to elicit hard work and faith in the educational system by subordinates through meeting their needs in the best way possible.
<i>(49) Teachers have very pleasant and charismatic personality.</i>	Teachers exhibit charisma, foresight, justice, empathy, self-respect, selflessness, honesty, consistency, moral-uprightness, etc in their services.	Teachers are a great delight to meet and interact with, very resourceful and exemplary in character.
<i>(50) Teachers are objective in the discharge of their duties.</i>	They exhibit fairness without fear or favour in the discharge of their professional duties.	Teachers are notable as defenders of truth and justice in the school system.
<i>(51) Teachers promote democratic decision making.</i>	Teachers promote group decision - making process	Teachers lead the advocacy of democratic values and play active roles in within the democratic structures and vehicles of the school and nation, for instance, the membership school committees.

	in their organizations and groups.	
<i>(52) Teachers contribute to academic development.</i>	Teachers 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.	Teachers have renowned public productions in the areas of teaching, research and community service.
<i>(53) Teachers ensure all round development of learners.</i>	Teachers ensure all round development of learners, through a good mix of curricular and co-curricular activities.	Teachers are able to turn students with challenges into great and successful learners and very brilliant learners into excellent academic successes.
Sub-Theme 4: Relationship with Parents and Guardians		
<i>(54) Teachers respect the right of parents and guardians to information on their children and wards.</i>	Teachers provide parents/guardians with all relevant information about activities, progress and problems concerning their children/wards as and when required.	Teachers are remarkable custodian of confidential information and put such information into use only as dictated by academic interest of learners and public interest.
<i>(55) Teachers communicate regularly with parents and guardians.</i>	Teachers communicate regularly with parents/guardians regarding the academic and developmental progress of their children or wards. Teachers protect the trust	Teachers recognize the valuable contributions that parents and guardians can make to the development of learning in particular and the education system in general.

	of parents and children/wards who may bring personal confidential matters to their notice.	
<i>(56) Teachers treat parents/guardians with utmost respect and courtesy.</i>	Teachers show courtesy and respect to parents/guardians and offer maximum co-operation in dealing with issues concerning their children or wards.	Teachers use satisfaction of parents and guardians as index to measure service success and strive at all time to be of utmost help to them in matters concerning academic progress of the children and wards.
<i>(57) Teachers avoid favours from parents and guardians that may negatively influence their professional decisions and actions.</i>	Teachers 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.	Teachers maintain relationship with parents and guardians that are completely devoid of pecuniary interests.
<i>(58) Teachers promote parents/teachers associations and activities.</i>	Teachers encourage and actively participate in parent/teachers associations that are likely to impact positively on the learner and general educational programmes.	Teachers play very active role in the establishment and on-going activities of the association or body of teachers and parents.
Sub-Theme 5: Relationship with Employers		
<i>(59) Teachers are professionally independent</i>	Teachers do NOT enter into any contract that may undermine the exercise of their full	Teachers accept only jobs that can be performed in excellent environment that reinforce all the necessary professional values and ethics.

	professional competences and judgments due to undue interferences or contracts that may negatively affect the cordial relationship among colleagues.	
<i>(60) Teachers stick to their areas of professional competence.</i>	Teachers seek to perform only tasks that are within their professional competences.	Teachers discharge impeccable services grounded upon unquestionable professional expertise.
<i>(61) Teachers respect contracts duly entered with other parties.</i>	Teachers strive to fulfill contractual obligations and to render their services in accordance with the terms of the contracts or the law binding their engagement.	Teachers are persons of very high and integrity and dependable character, who conscientiously enter into contracts and honour every word of it.
<i>(62) Teachers respect agreements reached between their unions and other parties.</i>	Teachers respect agreement entered between their union and the employers or other parties.	Teachers are persons of very high and integrity and dependable demeanor, who conscientiously enter into contracts and honour every word of it.
Sub-Theme 6: Relationship with Society		
<i>(63) Teachers are exemplary citizens in the society.</i>	Teachers in the society embody exemplary citizenship, integrity, and industry and participate actively in the development of both their immediate and wider communities.	Teachers are rallying points in the community, state and nation; looked upon as epitome of knowledge and wisdom; regarded as patriots, spokespersons, and nation builders.
<i>(64) Teachers are advisers to government,</i>	Teachers have the responsibility	Teachers surpass all other professional groups and persons in offering counsel and technical

<i>community and other stakeholders on educational matters.</i>	where possible to advise government, communities and stakeholders on the provision of appropriate educational infrastructure, programmes and funding.	advice and support that resolve educational problems and generally lead the nation towards its educational aspirations.
<i>(65) Teachers are law abiding citizens.</i>	Teachers comply with all the laws of the land and moral codes of the society that promote good governance, transparency and accountability in office and general public.	Teachers are free of any criminal convictions in the country or abroad and maintain pleasant public personality and image.
<i>(66) Teachers have tolerance.</i>	Teachers accommodate the diverse cultures, religions, other ideologies and practices of society and promote good inter-human relations.	Teachers have excellent social relation skills that promote association with persons of all backgrounds and enable them to serve as bridge across cultures and ideologies.
<i>(67) Teachers have healthy personal habits.</i>	Teachers cultivate personal habit that are capable of portraying the profession to be of very high standards and avoid indecent behaviours and social vices such as drunkenness, smoking in the public, breach of public peace, fraud, etc.	Teachers epitomize highest virtues of hygiene, physical appearance and personal discipline.
Sub-Theme 7: General Relationship		
<i>(68) Teachers avoid acts</i>	Teachers avoid	Teachers are always on guard to uphold all

<i>of omission or commission that run contrary to professional standards and teachers code of conduct.</i>	acts of commission or omission that run contrary to professional standards or fall short of commonly held values, practices and norms.	aspects of their professional oath; and all the honour and glory of the teaching profession.
<i>(69) Teachers' criticisms are constructive and based on high sense of responsibility.</i>	Teachers criticize their colleagues, constituted authorities or public affairs in the country, only constructively and with a high sense of responsibility.	Teachers speak about professional and public matters only out of deep conviction, with the best of conscience, and with due regard to the sensibilities of all parties involved.
<i>(70) Teachers are open minded</i>	Teachers are open-minded to their colleagues, learners, and the general public and help to bring to their attention all information that may be essential for their professional growth, development and general welfare.	Teachers learn throughout life and take full advantage on-going insight into life's intriguing problems and questions.

SECTION FIVE

PROFESSIONAL MEMBERSHIP OBLIGATIONS

The following are provisions on professional membership obligations of teachers:

STANDARDS	EXPECTED PERFORMANCE			
	NCE Teachers	Graduate Teachers	Master Teachers	Doctoral Teachers
Sub-Theme 1: Induction of Education Students at Point of Graduation				
(71) <i>Intending teachers seek to be inducted by TRCN at the point of graduation.</i>	Teachers are inducted at point of graduation.	Teachers are inducted at point of graduation.	Teachers with PGDE or PDE are inducted at point of graduation.	Teachers with PGDE or PDE are inducted at point of graduation.
Sub-Theme 2: Registration with TRCN				
(72) <i>Teachers register with TRCN in accordance with the provisions of the TRCN Act 31 of 1993.</i>	Teachers are registered with TRCN and get recertified every five years.			
Sub-Theme 3: Licensing				
(73) <i>Teachers pay their annual TRCN subscription and possess up-to-date teaching license.</i>	Teachers pay their dues annually and have valid teaching license issued by TRCN that is renewable every three years.			
Sub-Theme 4: Internship				
(74) <i>Fresh Education graduates participate in internship programmes organized by TRCN in accordance with the National Teacher</i>	Teachers undertake two year internship programme supervised by TRCN.	Teachers undertake one year internship programme supervised by TRCN.	Teachers co-operate with TRCN and other stakeholders in serving as mentors for teachers under internship.	Teachers co-operate with TRCN and other stakeholders in serving as mentors for teachers under internship.

Education Policy (2009).				
Sub-Theme 5: Continuous Professional Development				
(75) Teachers have the ability to appraise their strengths and weaknesses so as to accurately determine their capacity building needs.	Teachers annually evaluate their abilities using reports of the PSNTC, Annual Performance Evaluation Form, competency tests, peer reviews, etc. and come out with a written plan of action for self-development.	Teachers continually reflect on their practice and take responsibility for its development. Teachers are open to coaching and constructive criticisms and advice.	Teachers demonstrate high adaptability to innovation and emerging trends in the teaching profession and around the world.	Teachers assist teachers under them to annually evaluate their abilities and draw up written action plan for self-development.
(76) Teachers continually improve their professional knowledge, skills, values, attitudes and conduct.	Teachers 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.	Teachers meet the TRCN requirements for minimum CPD credits and assist teachers under them to do so.		
(77) Teachers take advantage of professional development opportunities available through self-help, TRCN and other stakeholders.	Teachers show evidence of having attended TRCN and other stakeholders and self-development activities in the last one year.	Teachers 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.		
Sub-Theme 6: Professional Excellence				
(78) Teachers seek to achieve the highest professional standards in all their works and uphold the	Teachers show evidence of outstanding publication, research, teaching, awards, or other official,	Teachers 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.		

<i>honour and integrity of the profession.</i>	community or public recognition given to them in the last three years.	
Sub-Theme 7: Professional Commitment		
<i>(79) Teachers have an enduring commitment to the profession.</i>	<i>Teachers give maximum attention and responsibility to the profession, aspiring to make a successful career within the profession, and taking pride in the profession.</i>	Teachers give absolute and paramount attention to all matters concerning the profession and remain irrevocably committed to a career in teaching.
Sub-Theme 8: Efficiency		
<i>(80) Teachers are efficient.</i>	Teachers render efficient and cost-effective professional service at all times.	Teachers render the highest possible educational services in the country whether in the area of teaching, administration or supervision.
Sub-Theme 9: Precepts		
<i>(81) Teachers are dedicated to work.</i>	Teachers are dedicated and faithful in all professional undertakings being punctual, thorough, conscientious and dependable.	Teachers are noted for their industry and commitment to set educational goals and targets.
Sub-Theme 10: Arbitration		
<i>(82) Teachers are loyal to professional regulatory authority.</i>	Teachers submit themselves to the summons and arbitration of the Teachers Investigation Panel and Teachers Tribunal whenever the need arises.	Teachers extol mechanisms, policies and programmes of their professional regulatory body and give all necessary moral support to sustain it.
Sub-Theme 11: Community Service		
<i>(83) Teachers are community builders.</i>	Teachers play active part in community	Teachers provide solutions to community problems that endear them to the people.

	development.	
Sub-Theme 12: Education Laws		
(84) Teachers obey education laws.	Teachers are aware of and observe all the necessary education laws guiding the teaching profession, the operation of educational institutions and the education system as a whole.	Teachers are vanguards of educational laws and policies and work collaboratively with appropriate educational authorities to check their violation and to prosecute offenders.

SECTION SIX

GUIDELINES ON INDUCTION AT POINT OF GRADUATION



6.1 Submission of Students Records to TRCN by Teacher Education Institutions

The unity of all noble professions is defined by the unity of purpose and intimate working relationship among all stakeholders in the profession, particularly the very close ties between the professional regulatory agencies and institutions producing the professionals. This explains the reason why the teacher education institutions dutifully furnish the regulatory agencies with data of all their students. The Medical Colleges and Faculties ensure that the Medical and Dental Council of Nigeria has up-to-date record of all persons studying Medicine. The Faculties of Law, Engineering, Pharmacy, etc do the same. Likewise, the Nigerian Teachers Professional Standards requires all teacher education institutions (Faculties, Schools, Colleges and Institutes of Education) to constantly furnish TRCN with data of all their students. This implies that the data of all students admitted to read Education in these institutions must be forwarded to TRCN each academic session. And data of all students who graduated successfully must also be forwarded to TRCN.

One great advantage of this relationship between TRCN and the teacher education institutions is the eradication of fake certificates syndrome which is currently threatening the integrity of the teaching profession. By holding up-to-date data of students in the teacher education institutions, TRCN will guarantee that only genuine teachers are registered and inducted into the teaching profession. It is also far more economical for the nation for the teacher training institutions to forward their records to TRCN each academic session to assist in certificate verification than to have TRCN run after each teacher education institution for verification any time a teacher submits credentials for registration.

6.2 Inducting Students at Point of Graduation

Another aspect of the great link between teacher education institutions and their professional regulatory agencies is that the two come together at the end of each academic session to formally admit students who have successfully graduated into the profession. This exercise is called Induction at Point of Graduation. In this sense, Induction ensures that professionals are “captured at the gate” of the teachers institutions and given meaningful orientation that could help them to excel in their profession. Inability to do this over the years has been partly responsible for the loss of many qualified teachers to other trades, due to absence of professional counseling and guidance. It has also made it difficult to keep accurate national record of all qualified teachers being produced in the country by the teacher education institutions at both the sub-degree and degree levels.

6.3 The Objectives of Induction at Point of Graduation

The objectives of the exercise include the following:

- i. To produce accurate register of teachers in Nigeria as required by the TRCN Act 31 of 1993.
- ii. To provide statistical databank for policy formulation and implementation in Nigeria.
- iii. To confer legal professional status and administer oath of the teaching profession on the graduates.
- iv. To make a bold statement on the fact that professionalisation of teaching is fundamental to quality education in Nigeria.
- v. To popularize the teaching profession by giving opportunity to graduating teachers to be celebrated and honoured in a colourful ceremony as in the case of their counterparts in the other professions.

6.4 Eligibility for Induction

To be eligible for induction by TRCN, a graduating student must:

- i. Have satisfied Senate or Academic Board requirements for graduation.
- ii. Have been cleared by the institution to be of good behaviour.
- iii. Have attained the age of twenty one years.
- iv. Not have been convicted of any criminal conduct by a court of competent jurisdiction in Nigeria or abroad.
- v. Have paid the relevant professional registration fee and completed registration form prescribed by TRCN.

6.5 Modalities for Induction

The following are some of the steps that may be taken towards a successful Induction Ceremony:

- i. All Faculties, Institutes and Colleges of Education in the country are expected to arrange for the Induction of their graduating students before their final discharge from the institution.
- ii. The institutions are to liaise with TRCN Headquarters or State Offices to fix appropriate date for the ceremony.
- iii. The Induction shall be very impressive and memorable but without emphasis on financial expenditure so that there will be no obstacles to its organisation by all institutions.
- iv. Key participants at the ceremony shall be TRCN Registrar/Chief Executive and TRCN Principal Officers; the Vice Chancellor, Provost or Head of Institution and Principal Officers of the institution; and invited eminent educationists, ministries and agencies of education.
- v. Inductees shall be encouraged to invite their families, friends and well-wishers where possible to witness the ceremony as a thing of joy as a mark of admission into the teaching profession.
- vi. There shall be Induction Lecture to be delivered by a renowned teacher selected from within or outside the institution.
- vii. There shall be no Induction by proxy. Graduating students must be physically present at the Induction ceremony.
- viii. TRCN Principal Officers, the Principal Officers of the institution and graduating students shall dress in academic gowns for the Induction ceremony.
- ix. The Teachers Oath of Allegiance shall be administered on Inductees by TRCN Registrar/Chief Executive.
- x. Each Inductee shall personally sign the Oath of Allegiance in the presence of TRCN Registrar/Chief Executive.

6.6 Suggested Programme of the Induction Ceremony

Institutions may use the following agenda or modify for the Induction ceremony:

- i. Arrival and registration of inductees.
- ii. Introduction of dignitaries.
- iii. National anthem.
- iv. Opening prayer.
- v. Opening remarks by chairman of the ceremony.
- vi. Welcome Address by Dean of Faculty or School of Education.
- vii. Speech of the Vice Chancellor or Provost.
- viii. Address of TRCN Registrar/Chief Executive.
- ix. Presentation of inductees Vice Chancellor or Provost.
- x. Administration of Teachers Oath of Allegiance.

- xi. Formal admission of inductees by TRCN Registrar/Chief Executive
- xii. Goodwill messages.
- xiii. Response by representative of the inductees.
- xiv. Closing remarks by the chairman.
- xv. Vote of thanks.
- xvi. Closing prayer.
- xvii. National Anthem
- xviii. Departure.

6.7 Presentation of Inductees by Head of Institutions – Sample of Statement

The Head of institution may present inductees using the following words:

May all inductees stand up and remain standing. TRCN Registrar, I certify the inductees here present have successfully completed their studies and have satisfied all the conditions and requirements of the institution for the award of (specify title of award).

6.8 Teachers Oath of Allegiance

The teachers Oath of Allegiance is:

I do solemnly affirm that I will be faithful, loyal and bear true allegiance to the teaching profession; that as a registered teacher, I shall discharge my duties honestly to the best of my ability and faithfully in accordance with the provisions of the Teachers Registration Council of Nigeria Act 31 of 1993 and the Constitution of the Federal Republic of Nigeria; that I shall not allow personal interest to influence my official conduct or my official decisions; that I shall preserve, protect and defend the dignity of the teaching profession. So help me God.

Signature of registered teacher/Date

Signature of TRCN Registrar/Date

6.9 Formal Admission of Inductees by TRCN Registrar

The TRCN Registrar may formally admit the inductees into the profession in the following words:

Having been found worthy in learning and character by your institution and having taken the Teachers' Oath of Allegiance, I by the power vested on me by the Teachers Registration Council of Nigeria Act 31 of 1993, hereby formally admit you into the teaching profession with all the obligations, rights and privileges appertaining thereto. Congratulations.

SECTION SEVEN

GUIDELINES ON CONTINUOUS PROFESSIONAL DEVELOPMENT



7.1 The Importance of Continuous Professional Development (CPD)

Teaching is a public service that requires exceptional expertise, knowledge and specialized skill sustained through vigorous and continuous training. Continuous Professional Development (CPD) provides teachers with the tools to meet professional challenges, ensuring that they are up-to-date with information that will match the test of time. CPD therefore requires a lot of technical information, materials, adequate financial outlay and commitment.

Furthermore, there is also need for seminars, workshops and conferences for the teeming population of teachers in the world in general and Nigeria in particular. This will help the teachers to open up to new ideas around the globe. It will indeed be an understatement to state that professional development avails teachers the opportunity to develop and demonstrate their profound competence against set standards. Such an opportunity will be original, creative and thought-provoking. There is the need to focus on the central issues surrounding professional development, setting clear goals for policy, which will include the need for teachers to become intellectually engaged with their subject matter and deepen their understanding of key concepts. Professional development is absolutely essential for the strength, vibrancy and future of the teaching profession.

Teachers Registration Council of Nigeria, other government agencies, the teaching associations, unions, teachers, and all stakeholders including the organized private sector all have a role to play in the professional development of teachers.

The best way of raising the quality of teachers is by means of constant in-service training for serving teachers. A professional development programme is the most valuable channel for updating professional standards. TRCN will initiate and encourage teachers to attend in-service training, seminars and workshops. Employers are advised and encouraged to sponsor teachers for such programmes. The programme needs to be taken seriously by both teachers and stakeholders as it is designed to sharpen the skills of teachers which in turn will enhance better performance in their duty and thus higher quality education. This also makes the entire society more productive and conducive to development, investment and growth.

7.2 Objectives of Teachers CPD

Teacher CPD are intended to:

- (i) Provide a forum for cross-fertilization of ideas and experiences, which would ultimately improve professional competence and commitment.
- (ii) Offer intellectual, social and emotional engagement with ideas, materials and colleagues. If teachers are to teach for better understanding, they must be intellectually engaged in their discipline and work regularly with others in their field,
- (iii) Maintain competence and relevance of the teacher in today's economic, technological, political and social environments in the country,
- (iv) Demonstrate the Council's social responsiveness by encouraging members of the teaching profession to have adequate current educational knowledge and skills in the drive towards maintaining professional excellence at all times.
- (v) Keep teachers abreast with the latest innovation in the teaching profession and prevent the setting in of the law of diminishing returns, that could crop in without continuous training,
- (vi) Maintenance of professional excellence at all times,
- (vii) Sharpen skills, knowledge and ensure continued relevance of teachers in the educational or school system. This enables them to perform better in the classroom. Thus the teachers become more useful to their employers, learners and communities,
- (viii) Provide opportunity to supplement the initial training of teachers and improve their knowledge, skills and attitude to meet the needs in education service,
- (ix) Serve as an ongoing process of change in order to assist teachers adapt, contribute and participate actively in the implementation of challenges ahead, and
- (x) Enhance teachers' commitment to the profession.

7.3 Components of Teachers CPD

Teacher CPD is a collection of meetings, intellectual and practical activities organized by TRCN. It also includes training and education programmes organized within or outside the education sector which TRCN approves as being relevant to the teaching profession and meeting CPD standards. The detailed contents and credit units of the respective programmes are to be determined by TRCN based on the needs of teaching profession for a given period of time. Generally, the CPD programme will cover annual conference of registered teachers, workshops and seminars as well as other training programmes approved by the TRCN from time to time.

Basically, the CPD programmes are divided into three categories as follows:

- (a) TRCN teacher capacity building programmes
- (b) Annual conference of registered teachers
- (c) Other stakeholders' seminar and workshop programmes recognized by TRCN.

7.4 Cycle of CPD and Allotment of Credits

Teachers CPD programme will run for a cycle of five years. This implies that every registered teacher has a grace of five years to earn the minimum credit units stipulated for his or level of the education system. This rule applies to teachers at all levels of the Education system, both public and private sectors including holders of administrative positions. A teacher must be physically present and receive a certificate of attendance in any programme to earn credits allotted to that category of CPD.

The table below shows the compulsory categories of CPD programmes that must be attended and the minimum credits to be earned by each teacher in the period of three years:

Table 1: MCPD categories and credit units.

Programme	Teaching levels /credit units		
	Primary	Secondary	Tertiary
TRCN capacity building Workshops & Roundtables.	50	50	30
Annual Conference of Registered Teachers	30	30	50
Approved Stakeholders' Seminars & Workshops	50	50	50
Minimum credits to be earned within three years	130	130	130

Teachers are however advised not to relent in the participation in CPD programmes after earning the minimum credit units.

The **credit units** are defined as the number of hours spent on qualitative training. For instance, by:

- (a) *Attending a four-day TRCN capacity building workshop during which at least seven hours are spent each day on qualitative training activities, a teacher earns the following credit units: 4days X 7 hours = 28 credits units.*
- (b) *Participating in a four-day Annual Conference of Registered Teachers, a teacher can earn 25 credits units.*
- (c) *Taking part in a short course or four-day workshop organised by employers of teachers or recognised teachers unions or associations, a teacher can earn 25 credit units.*

Therefore, a serious teacher can indeed easily earn the minimum credit units by attending each of the categories of CPD twice in five years.

7.5 Re-Certification and Renewal of Licenses

The registration of every teacher shall be reviewed every five years, a process called **re-certification**. For a teacher to retain his name in the register of teachers in Nigeria at the end of the five years, he must have earned the stipulated minimum of 130 credit units of CPD.

However, every teacher shall be required to renew his professional **teaching licence** every three years provided he:

- (a) has paid the annual subscription for each of the past three years,
- (b) remains of good character,
- (c) has not been convicted of misconduct by the teachers tribunal, the court of law or other recognized adjudicating bodies in Nigeria or overseas.

Consequently, teachers must distinguish between the concepts of **re-certification** and **renewal of licence**. While re-certification shall be done every five years and based on CPD achievements in particular, the renewal of licenses shall take place every three years based on payment of annual subscription and other conditions indicated above. Failure at any time by a teacher to get re-certification or renewal of license implies that the teacher shall be temporarily suspended from practice as a professional teacher in Nigeria and shall be liable for prosecution if found practicing the profession during the period of such “suspension”. The professional status of a teacher under the “suspension” can only be restored after meeting the stipulated conditions and getting recertification and renewal of license.

7.6 Focus of Teacher CPD

For a CPD to be acceptable to TRCN, the content must be drawn from the list of core pedagogical courses and related subject matters listed below in addition to topical and emerging areas of study which TRCN shall from time to time make public. The courses and related subject matters, among others, are:

PRIORITY COURSES:

- i. National Policy on Education
- ii. History of Education in Nigeria
- iii. Teacher Education in Nigeria: Past, Present and Future
- iv. Sociology of Education
- v. Professionalisation of Teaching in Nigeria
- vi. Citizenship Education
- vii. Adult and Non-Formal Education
- viii. Philosophy of Nigerian Education
- ix. Education Reforms in Nigeria
- x. Education Law
- xi. Psychology of Education
- xii. Guidance and Counselling
- xiii. Theories of Learning
- xiv. Curriculum Development
- xv. Instructional Methods
- xvi. Information and Communication Technology
- xvii. Instructional Communication, Language and Communication Skills
- xviii. Educational Measurement and Evaluation
- xix. Educational Research and Statistics
- xx. Educational Management
- xxi. Professional Ethics
- xxii. Education of Persons with Special Needs

- xxiii. Comparative Education
- xxiv. Subject Content and Methodology
- xxv. Micro Teaching/Teaching Practicum
- xxvi. Mentoring Practices
- xxvii. Religious and Moral Education

EMERGING ISSUES

- i. Teaching in Mother Tongue
- ii. Learner-Friendly Teaching Strategies
- iii. Management of Large Classes
- iv. Open and Distance Education
- v. Library and Information Science
- vi. Entrepreneurial Studies
- vii. Environmental Studies
- viii. Population and Family Life
- ix. Gender/Gender Sensitivity
- x. Child Rights Protection
- xi. Eradication of Examination Malpractice
- xii. Community Accountability and Transparency Initiative (CATI)
- xiii. HIV/AIDS Prevention and Management
- xiv. School-Based Professional Development Approaches
- xv. Multi-grade Teaching Techniques
- xvi. Information and Literacy Skills
- xvii. Physical Education and Sports
- xviii. Comparative Education

The core courses and emerging issues to be covered by CPD programmes shall be designed to be appropriate for teachers at the various levels of the education system for whom it is intended. The programmes must also reflect their daily professional challenges and subject specializations. TRCN shall from time to time publish more subjects and emerging themes which may be covered in CPD.

7.7 Procedure for Recognition of CPD Organised by Stakeholders

All individuals, agencies and ministries intending to organise teachers CPD that are expected to count towards the re-certification of registered teachers shall get such CPD programmes recognised by TRCN. The recognition is for the purposes of:

- i. Quality assurance;
- ii. Maintaining a central/coordinated national database on CPD of professional teachers in Nigeria;
- iii. Complying with the provisions of the TRCN Act 31 of 1993 Section 1(1) which vests the Council with the responsibility of determining knowledge and skills required for the teaching profession in Nigeria and raising the standards from time to time. The Act further in section 7(1) empowers the Council to accredit, monitor and supervise training programmes intended to confer professional status on teachers in Nigeria.

The procedure for the recognition of stakeholders' CPD for teachers shall not in any way restrain capable individuals, agencies or ministries from making their contributions towards uplifting the quality of teachers in Nigeria. For this reason, the recognition process shall be made stress-free for all stakeholders that comply with the simple laid-down procedures.

To get recognition, an individual, agency or ministry shall at least two months before the commencement of the programme formally notify TRCN and attach the following information to the notification letter:

- i. Date/Duration of the programme - number of days and hours to be covered;
- ii. Synopsis of the programme;
- iii. Names, contact addresses, telephone, email and qualifications of the resource persons;
- iv. Venue of the programme;
- v. List of instructional facilities available for use at the venue/programme;
- vi. Number of participants;
- vii. Sponsors of the programme/participants;
- viii. Fees (if any) payable by teachers.

TRCN's recognition of the programme shall be conveyed in writing to the individual, agency or ministry at least one month before the stated date of commencement of the programme. Part of the recognition conditions is that organisers of approved CPD shall forward the particulars of registered teachers who participated in the programme to TRCN immediately after the programme. Organisers shall also send to TRCN a feedback on the quality of the CPD obtained through carefully designed questionnaires administered on participants at the close of the programme. Another condition for the recognition of CPD programmes is that organisers shall NOT extort teachers or charge unduly high participation fees.

7.8 Organisations expected to promote teachers CPD

The bodies expected to play leadership role in organising recognised qualitative CPD programmes include the following:

- i. *Federal Ministry of Education.*
- ii. *Agencies of the Federal Ministry of Education particularly the National Teachers Institute, National Commission for Colleges of Education, National Universities Commission, National Educational Research and Development Council, National Institute for Educational Planning and Administration, National Mass Education Commission, National Commission for Nomadic Education, Universal Basic Education Commission, etc.*
- iii. *State Ministries of Education.*
- iv. *Agencies of State Ministries of Education especially the State Universal Basic Education Boards, Secondary Education Management Boards, Teaching Service Commissions, etc.*
- v. *Faculties and Institutes of Education in Nigerian universities.*
- vi. *Colleges of Education.*
- vii. *Schools of Education in the polytechnics.*
- viii. *Teachers Unions especially the Nigeria Union of Teachers, Colleges of Education Academic Staff Union, etc.*
- ix. *Subject-based association of teachers such as the Science Teachers Association of Nigeria, Primary and Teacher Education Association of Nigeria, etc.*
- x. *Teachers Headship associations such as the All Nigeria Conference of Principals of Secondary Schools, Conference of the Head Teachers of Primary Schools in Nigeria, Committee of Provosts, Committee of Rectors, Committee of Vice Chancellors, etc.*
- xi. *Non-Governmental Organisations, e.g. Teachers Without Borders, CSACEFA, etc*
- xii. *International development partners such as UNESCO, UNICEF, USAID, DFID, JICA, British Council, CIDA, etc.*

7.9 Submission of CPD Information by Teachers

Notwithstanding the list of participants to be sent to TRCN by organisers of CPD, it shall be the responsibility of individual teachers to ensure that they update their CPD records with TRCN. They can do this by writing formally to TRCN, attaching certificate of participation and dropping it at any of the TRCN offices nearest to them or uploading it online through the TRCN website (www.trcn.gov.ng). The teachers must quote their registration number, present address and station (location) at the point they were registered. However, for CPD organised by TRCN the participants shall have their records updated automatically without having to write TRCN about it.

7.10 Exemption from CPD

Any teacher certified to be medically unfit qualifies for exemption. Exemption shall be granted only if TRCN is satisfied on the basis of documented evidence regarding the medical condition of the teacher. Other categories of teachers who may be exempted are those seconded to jobs outside the teaching profession, teachers holding high political offices, those who travel to overseas countries for a long period, retired teachers, etc.

7.11 The Role of Employers of Teachers

The employers of teachers have been very active collaborators of TRCN in the drive to professionalise teaching. It is expected that they shall continue and in fact intensify the role by motivating their teachers to actively participate in CPD as professionally required by TRCN to keep them abreast of the knowledge, skills and orientation in the field of Education. The employers can do this by:

- i. Readily granting their teachers leave for CPD purposes;
- ii. Paying their teachers' participation fees, transport and accommodation;
- iii. Liaising with TRCN to bring to the notice of teachers relevant information pertaining to CPD from time to time.
- iv. Rewarding teachers who excel in CPD with prizes, special recognition, commendation, accelerated promotion, etc.
- v. Making participation in CPD one of the criteria for enjoying certain benefits at work.
- vi. Making participation in CPD a mandatory condition for promotion.

The benefits of teachers' active participation in CPD are immense for employers as they are for the education system. CPD is the benchmark and primary condition for teachers to remain fit to discharge their duties many years after initial training. Therefore, supporting CPD for teachers implies empowering them to render unmatched services to both the organisation and humanity. On the other hand, depriving teachers of CPD opportunity amounts to stifling their productivity and promoting quackery in the profession.

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APPENDIX:

INSTRUMENT FOR ASSESSMENT OF TEACHERS PROFESSIONAL STANDING

The Professional Standards for Nigerian Teachers Checklist (PSNTC) is intended to serve as instrument for ascertaining the level of compliance of a teacher with the *Professional Standards for Nigerian Teachers*. However, it should be noted that though there is reference here to level of compliance, a serious breach of even one of the Standards may attract prosecution following the procedure laid down in this document.

The minimum and maximum PSNTC scores are as follows:

Theme	Minimum score	Maximum score
Professional Knowledge	8	32
Professional Skills	17	68
Professional Values, Attitude and Conduct	45	180
Professional Membership Obligations	14	56
TOTAL	84	336

The cut-off point of the PSNTC score is **210**, which is the *pass mark*. A teacher that falls below this mark shall be on probation.

SECTION ONE: PROFESSIONAL KNOWLEDGE

STANDARDS	LEVEL OF COMPLIANCE			
	Poor (1 Mark)	Fair (2 Marks)	Good (3 Marks)	Excellent (4 Marks)
Sub-Theme 1: Subject content				
<i>(1) Teachers know the content of the subjects they teach.</i>				
Sub-Theme 2: Pedagogy				
<i>(2) Teachers know how to teach subject content to their students and related assessment and monitoring strategies.</i>				
Sub-Theme 3: National Curriculum equirements				
<i>(3) Teachers know the national curriculum requirements.</i>				
Sub-Theme 4: Literacy and Numeracy				
<i>(4) Teachers know literacy and numeracy.</i>				
Sub-Theme 5: Information and Communications Technology				
<i>(5) Teachers know the application of modern computer systems and communication technology.</i>				
Sub-Theme 6: Students' socio-economic background				
<i>(6) Knowledge of the diverse socio-cultural, ethnic and religious backgrounds of students and effects of these</i>				

<i>factors on learning.</i>				
Sub-Theme 7: Students' Physio-Psychological Background				
<i>(7) Knowledge of the stages of human development and the physical, social and intellectual implications of each stage.</i>				
<i>(8) Teachers know how their students learn.</i>				

SECTION TWO: PROFESSIONAL SKILLS

STANDARDS	LEVEL OF COMPLIANCE			
	Poor (1 Mark)	Fair (2 Marks)	Good (3 Marks)	Excellent (4 Marks)
Sub-Theme 1: Planning				
<i>(9) Planning learning programmes.</i>				
<i>(10) Planning teaching and learning goals.</i>				
<i>(11) Selection and organisation of content with preparation of lesson notes</i>				
Sub-Theme 2: Resourcefulness				
<i>(12) Selection, development and use of instructional resources.</i>				
Sub-Theme 3: Teaching & Communication				
<i>(13) Effective communication and classroom interaction with students.</i>				
<i>(14) Student grouping.</i>				
<i>(15) Teaching methods/ strategies.</i>				
Sub-Theme 4: Evaluation of Learners' Performance				
<i>(16) Teachers administer assessments that are reliable and valid and directly related to the subject content to ascertain periodically the progress of learners.</i>				
<i>(17) Teachers</i>				

<i>give assistance to students identified by assessments to be deficient to enable them excel as other students.</i>				
Sub-Theme 5: Reporting				
<i>(18) Providing feedback to students.</i>				
<i>(19) Providing feedback to parents, guardians and other stakeholders.</i>				
Sub-Theme 6: Record keeping				
<i>(20) Teachers ensure that records of students' performance are maintained in acceptable formats, storage and retrieval systems.</i>				
Sub-Theme 7: Programme Monitoring and Evaluation				
<i>(21) Teachers monitor and evaluate learning programmes.</i>				
Sub-Theme 8: Health, Safety and Human Rights				
<i>(22) Teachers adhere strictly to all relevant national and international laws and education policies concerning Human and Child's Rights, fundamental human rights, rule of law and</i>				

<i>safety and appropriate learning environment.</i>				
<i>(23) Teachers to play critical role in the early 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.</i>				
Sub-Theme 9: Learning Environment				
<i>(24) Teachers create and sustain exciting learning environment based on excellent classroom management and leadership skills.</i>				
Sub-Theme 10: Team Working and Collaboration				
<i>(25) Teachers Work as team members.</i>				

SECTION THREE: PROFESSIONAL VALUES, ATTITUDE AND CONDUCT

STANDARDS	LEVEL OF COMPLIANCE			
	Poor (1 Mark)	Fair (2 Marks)	Good (3 Marks)	Excellent (4 Marks)
Sub-Theme 1: Relationship with learners				
<i>(26) Teachers honour learners' rights and dignity.</i>				
<i>(27) Teachers have responsibility for educational programmes.</i>				
<i>(28) Teachers have empathy for learners.</i>				
<i>(29) Teachers maintain confidentiality of learners' personal information.</i>				
<i>(30) Teachers seek fair remuneration</i>				
<i>(31) Teachers shun sexual and related abuse of office.</i>				
<i>(32) Teachers are vanguards against examination misconduct</i>				
<i>(33) Teachers abhor illegal learner groups.</i>				
<i>(34) Teachers serve as role model to learners.</i>				
<i>(35) Teachers are Corruption-free.</i>				
<i>(36) Teachers do not administer corporal punishment on learners.</i>				
<i>(37) Teachers inspire discipline among learners.</i>				
<i>(38) Teachers put their ideological beliefs and influences under guard when dealing with learners.</i>				
Sub-Theme 2: Relationship with Colleagues				

<i>(39) Teachers have mutual respect and esprit de corps for one another.</i>				
<i>(40) Teachers have very high integrity.</i>				
<i>(41) Teachers have zero tolerance for social discrimination.</i>				
<i>(42) Teachers do NOT defame one another.</i>				
<i>(43) Teachers avoid touting.</i>				
<i>(44) Teachers do NOT canvass for clients</i>				
<i>(45) Teachers do not Plagiarize</i>				
<i>(46) Teachers settle disputes among themselves through established professional mechanisms.</i>				
Sub-Theme 3: Administrative and Academic Leadership				
<i>(47) Teachers inspire subordinates.</i>				
<i>(48) Teachers motivate subordinates</i>				
<i>(49) Teachers have very pleasant and charismatic personality.</i>				
<i>(50) Teachers are objective in the discharge of their duties.</i>				
<i>(51) Teachers promote democratic decision making.</i>				
<i>(52) Teachers contribute to academic development.</i>				
<i>(53) Teachers ensure all round development of learners.</i>				
Sub-Theme 4: Relationship with Parents and Guardians				
<i>(54) Teachers respect the right of parents and guardians to information on their</i>				

<i>children and wards.</i>				
<i>(55) Teachers communicate regularly with parents and guardians.</i>				
<i>(56) Teachers treat parents/guardians with utmost respect and courtesy.</i>				
<i>(57) Teachers avoid favours from parents and guardians that may negatively influence their professional decisions and actions.</i>				
<i>(58) Teachers promote parents/teachers associations and activities.</i>				
Sub-Theme 5: Relationship with Employers				
<i>(59) Teachers are professionally independent</i>				
<i>(60) Teachers stick to their areas of professional competence.</i>				
<i>(61) Teachers respect contracts duly entered with other parties.</i>				
<i>(62) Teachers respect agreements reached between their unions and other parties.</i>				
Sub-Theme 6: Relationship with Society				
<i>(63) Teachers are exemplary citizens in the society.</i>				
<i>(64) Teachers are advisers to government, community and other stakeholders on educational matters.</i>				
<i>(65) Teachers are law abiding citizens.</i>				
<i>(66) Teachers have tolerance.</i>				
<i>(67) Teachers have healthy personal habits.</i>				
Sub-Theme 7: General Relationship				

<i>(68) Teachers avoid acts of omission or commission that run contrary to professional standards and teachers code of conduct.</i>				
<i>(69) Teachers' criticisms are constructive and based on high sense of responsibility.</i>				
<i>(70) Teachers are open minded</i>				

SECTION FOUR: PROFESSIONAL MEMBERSHIP OBLIGATIONS

STANDARDS	LEVEL OF COMPLIANCE			
	Poor (1 Mark)	Fair (2 Marks)	Good (3 Marks)	Excellent (4 Marks)
Sub-Theme 1: Induction of Education Students at Point of Graduation				
<i>(71) Intending teachers seek to be inducted by TRCN at the point of graduation.</i>				
Sub-Theme 2: Registration with TRCN				
<i>(72) Teachers register with TRCN in accordance with the provisions of the TRCN Act 31 of 1993.</i>				
Sub-Theme 3: Licensing				
<i>(73) Teachers pay their annual TRCN subscription and possess up-to-date teaching license.</i>				
Sub-Theme 4: Internship				
<i>(74) Fresh Education graduates participate in internship programmes organized by TRCN in accordance with the National Teacher Education Policy (2009).</i>				
Sub-Theme 5: Continuous Professional Development				
<i>(75) Teachers have the ability to appraise their strengths and</i>				

<i>weaknesses so as to accurately determine their capacity building needs.</i>				
<i>(76) Teachers continually improve their professional knowledge, skills, values, attitudes and conduct.</i>				
<i>(77) Teachers take advantage of professional development opportunities available through self-help, TRCN and other stakeholders.</i>				
Sub-Theme 6: Professional Excellence				
<i>(78) Teachers seek to achieve the highest professional standards in all their works and uphold the honour and integrity of the profession.</i>				
Sub-Theme 7: Professional Commitment				
<i>(79) Teachers have an enduring commitment to the profession.</i>				
Sub-Theme 8: Efficiency				
<i>(80) Teachers are efficient.</i>				
Sub-Theme 9: Precepts				
<i>(81) Teachers are dedicated to work.</i>				
Sub-Theme 10: Arbitration				
<i>(82) Teachers are loyal to</i>				

<i>professional regulatory authority.</i>				
Sub-Theme 11: Community Service				
<i>(83) Teachers are community builders.</i>				
Sub-Theme 12: Education Laws				
<i>(84) Teachers obey education laws.</i>				