FEDERAL MINISTRY OF EDUCATION · TEACHERS REGISTRATION COUNCIL OF NIGERIA

Professional Standards for School Leadership in Nigeria

Basic and Secondary Education

REVISED EDITION 2026

Teachers Registration Council of Nigeria
12 Oda Crescent, Off Aminu Kano Crescent, Wuse II, Abuja
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VISION

To ensure that teaching becomes a profession of choice, pride and prestige in Nigeria.

MISSION

To register, license and regulate teachers in both public and private educational institutions in Nigeria, and to accredit teacher education programmes to ensure professionalism and excellence in service delivery.

MOTTO

Teaching for Excellence

Professional Standards for School Leadership in Nigeria

Basic and Secondary Education · Revised Edition 2026

Published by the Teachers Registration Council of Nigeria (TRCN), Federal Ministry of Education, Abuja.

This edition is also published as a web edition, where every standard has its own link and can be read by career stage. The web edition is the authoritative current version: check it before relying on a printed copy.

The four career stages used throughout are **Beginner**, **Proficient**, **Mentor** and **Distinguished**.

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1 · Beginner	2 · Proficient	3 · Mentor	4 · Distinguished



Dr. Maruf Tunji Alausa, CON
Honourable Minister of Education,
Federal Republic of Nigeria

Foreword

The quality of a nation's education is shaped not only by what is taught, but also by the leadership that creates the conditions in which every learner can thrive. Effective school leadership gives direction to teaching and learning, builds a culture of professionalism and accountability, safeguards the wellbeing of learners and staff, and strengthens the confidence of families and communities in our schools. It is therefore with great pleasure that I commend the Professional Standards for School Leadership in Nigeria to school leaders, aspiring school leaders, education authorities, employers, teacher development institutions and all stakeholders committed to improving education in our country.

These Standards provide a shared professional reference for the knowledge, understanding, skills and leadership practices expected of those entrusted with leading basic and secondary schools. The Standards are especially important at a time when our schools must respond to changing learner needs, evolving social and technological realities, and the continuing need to improve learning outcomes.

They set out clear expectations across key areas of leadership, including strategic direction, teaching and learning, staff development, school safety, learner wellbeing, inclusion, community engagement and the responsible use of digital tools. In doing so, they place the learning, dignity, safety and wellbeing of every learner at the heart of school leadership. The developmental performance levels from Beginner to Distinguished, recognise that leadership grows through learning, practice, reflection and demonstrated impact.

They offer a basis for professional development, mentoring, appraisal and continuous improvement, while encouraging school leaders to draw on evidence and exercise sound professional judgement. Their application should remain responsive to the context of each school and consistent with the laws, policies and responsibilities of the relevant education authorities.

The Federal Ministry of Education acknowledges the Teachers Registration Council of Nigeria (TRCN) for its professional regulatory contribution to the development of these Standards, as well as the collaboration of education authorities, practitioners and other stakeholders. The successful implementation of this framework will depend on sustained partnership: providing school leaders with appropriate induction, capacity development, mentoring, accessible guidance and the resources needed to fulfil their responsibilities.

I encourage all school leaders to use these Standards not merely as a statement of expectations, but as a practical guide for reflection, professional growth and purposeful action. I also urge education authorities and employers to align relevant leadership development and support processes with the Standards, within their respective mandates. Together, we can strengthen leadership across Nigeria's schools and advance a more inclusive, safe and effective learning environment for all. Our shared commitment must be to ensure that every school is led with integrity, competence and a clear focus on learners and that every child can learn, develop and fulfil their potential.

Dr. Maruf Tunji Alausa, CON
Honourable Minister of Education, Federal Republic of Nigeria



Prof. Suwaiba Sa'id Ahmad
Honourable Minister of State for Education, Federal Republic of Nigeria

Foreword

Every great school begins with a leader who understands that leadership is a calling, not just a position. Behind every thriving classroom is a head teacher or principal who plans with purpose, supports teachers with compassion, protects learners with vigilance, and inspires a whole community to believe in the power of education. It is for such leaders present and aspiring that this Revised Edition of the Professional Standards for School Leadership in Nigeria for Basic and Secondary Education has been produced. As the regulatory body charged with registering, licensing and regulating teachers in both public and private educational institutions in Nigeria, and accrediting teacher education programmes, the Teachers Registration Council of Nigeria (TRCN) bears a solemn responsibility: to ensure that professionalism and excellence are not aspirations, but lived realities in our schools. These Standards are our contribution to that responsibility.

What gives me particular joy is that these Standards honour growth. Leadership is presented not as a single destination, but as a developmental journey from Beginner, to Proficient, to Mentor, to Distinguished. Progression is based on demonstrated competence and impact, not merely on years of service or certificates held. Every leader, wherever they start, has a pathway to grow, and a responsibility to help others grow. These Standards are therefore not intended as a rigid checklist, nor as a substitute for professional judgement.

They are intended to guide reflection, inform selection, induction, development, appraisal and mentoring, and to support school leaders in making sound, context-sensitive decisions — always within the laws, policies and mandates of the relevant education authorities. To our school leaders, I say: Let this document be your companion. Use it to examine your practice honestly. Use it to identify your strengths and your next steps.

Use it to mentor a colleague, to coach a teacher, to plan your school's improvement, and to build a culture where learners are safe, supported and challenged to achieve their potential. To education authorities, employers, proprietors, teacher development institutions and other stakeholders, I say: Let us walk together in implementation.

Let us provide orientation, baseline assessment, training, coaching, school improvement planning, monitoring and support, and periodic review as outlined in the Implementation Framework in this document so that these Standards live beyond these pages.

I sincerely appreciate the Federal Ministry of Education, under the leadership of the Honourable Minister of Education and the Honourable Minister of State for Education, for their steadfast support for teacher professionalism. I thank the experts, practitioners, school leaders, education authorities and partners who contributed their time, insight and experience to this review. Your voices have made these Standards richer, fairer and more practical. Above all, I thank the school leaders of Nigeria those who rise early, stay late, solve problems no one sees, and keep believing in children others may have given up on.

This work is for you, and because of you. Our vision at TRCN remains clear: to ensure that teaching becomes a profession of choice, pride and prestige in Nigeria. Our motto remains our charge: Teaching for Excellence. Let these Standards help us to raise a generation of school leaders who lead with integrity, competence, empathy and vision — leaders who will ensure that every school is a place where every child can learn, grow, and fulfil their God-given potential. I commend this Revised Edition to all school leaders, aspiring leaders, and all stakeholders committed to the renewal and transformation of education in Nigeria.

Prof. Suwaiba Sa'id Ahmad
Honourable Minister of State for Education, Federal Republic of Nigeria



Dr. (Mrs.) Ronke Soyombo
Registrar/CEO, Teachers Registration Council of Nigeria

Preface

The Professional Standards for School Leadership in Nigeria provide an important framework for strengthening the quality, consistency and professionalism of leadership in basic and secondary education. They articulate the knowledge, understanding, skills and practices that school leaders need to guide their schools effectively and to support improved outcomes for every learner. School leaders influence the conditions in which teaching and learning take place. Their decisions shape school culture, staff development, learner welfare, safety, inclusion and the relationships between schools and their communities. Recognising this responsibility, these Standards establish a common professional reference for school leaders, aspiring school leaders, education authorities, employers, teacher development institutions and other stakeholders.

The Standards are designed to support the selection, induction, development, appraisal and continuous improvement of school leaders. Their developmental levels Beginner, Proficient, Mentor and Distinguished recognise that professional competence is built and demonstrated over time. Progression should be informed by evidence of practice, professional learning and impact, rather than by years of service or qualifications alone. This framework is intended to guide professional judgement, not replace it. Its application should take account of each school's context, responsibilities, available resources and learner needs, and should remain consistent with applicable laws, policies and the mandates of relevant education authorities.

Evidence used in assessment should be authentic, relevant and proportionate, with due regard for confidentiality, safeguarding and data protection. The Standards also affirm the importance of learner-centred leadership. They call on school leaders to promote effective teaching and learning; cultivate professional and collaborative school cultures; protect the safety, dignity and wellbeing of learners and staff; advance inclusion and equal opportunity; and use digital tools responsibly.

These expectations are interconnected and should inform the everyday decisions and improvement priorities of every school. The Teachers Registration Council of Nigeria (TRCN) is committed to advancing professionalism in the teaching profession through its regulatory and professional development functions. In this regard, the Council recognises the value of collaboration with education authorities, school leaders, teacher development institutions and other partners in supporting the orientation, capacity development, mentoring and appropriate use of these Standards. Their implementation should respect the distinct statutory, employment and administrative responsibilities of the relevant authorities.

I invite school leaders and all stakeholders to engage with this document as a practical resource for reflection, growth and sustained school improvement.

Used thoughtfully and supported by appropriate development opportunities, the Standards can help strengthen leadership practice and contribute to schools in which learners are safe, supported and equipped to achieve their potential.

Dr. (Mrs.) Ronke Soyombo
Registrar/CEO, Teachers Registration Council of Nigeria

Introduction

The Professional Standards for school leadership provide a common professional reference for school leaders, aspiring school leaders, employers, education authorities, teacher development institutions and other stakeholders. They are designed to be applied in a manner that reflects the level, ownership, size, location and operating context of each school. They do not replace applicable laws, regulations, employment conditions, curriculum requirements or the statutory responsibilities of Federal and State education authorities.

Purpose and scope

These Professional Standards set out the knowledge, understanding, skills and leadership practices expected of effective school leaders in basic and secondary education in Nigeria. They are intended to support the selection, development, appraisal and continuous improvement of school leaders, while keeping the learning, safety, dignity and wellbeing of every learner at the centre of school leadership.

Relationship with TRCN and education authorities

TRCN's professional regulatory mandate informs the expectations relating to teacher professionalism, registration, licensing, professional standards and continuing professional development. School ownership, appointment, deployment, supervision, funding and day-to-day administration remain subject to the laws, policies and delegations applicable to the relevant Federal, State, local or private education authority. Nothing in these Standards should be interpreted as transferring statutory or employment powers from one authority to another.

How to use the Standards

Each domain contains professional standards supported by knowledge and understanding, skills and four developmental performance levels. The statements describe expected practice and should be used alongside evidence from the school context. They are not intended to be a rigid checklist or a substitute for professional judgement. Assessment should consider the school leader's responsibilities, available resources, learner needs and the authority delegated to the role.

Performance levels

Progression should be based on demonstrated competence and impact, not solely on years of service or possession of a particular postgraduate qualification.

Beginner
demonstrates foundational knowledge and carries out core leadership responsibilities with appropriate guidance.

Proficient
independently applies professional knowledge and skills, manages school priorities and achieves agreed outcomes.

Mentor
demonstrates sustained effective practice and supports, coaches and develops colleagues and other school leaders.

Distinguished
demonstrates exemplary, innovative and transferable leadership with evidenced impact beyond the individual school, including contribution to wider professional practice or policy.

Evidence and assessment

Evidence may include approved school plans and budgets, policy implementation records, lesson observation and learning-walk records, learner attendance and progress data, school self-evaluation reports, safeguarding and incident records, staff development plans, professional learning portfolios, stakeholder feedback and documented improvement outcomes. Evidence must be authentic, relevant, proportionate and handled in accordance with applicable confidentiality and data-protection requirements. No single item of evidence should determine an overall judgement.

Implementation principles

Implementation should be phased and supported by orientation, capacity development, mentoring, accessible guidance and context-sensitive assessment tools. Relevant education authorities and employers should clarify role expectations and align appointment, induction, appraisal and professional development processes with these Standards. TRCN and partners may support professional learning, technical guidance and monitoring within their respective mandates. Schools should establish improvement actions where gaps are identified and review progress periodically.

All standards should be applied consistently with child rights, safeguarding obligations, disability inclusion, gender equality, reasonable accommodation, privacy and applicable data-protection laws. Digital tools and artificial intelligence should be used responsibly, with human oversight, appropriate security, accessibility and age-appropriate safeguards.

The Standards at a glance

Domain 1
Promote school improvement and innovation

- **1.1** Provide strategic direction and documentation for school development
- **1.2** Maintain a safe and healthy environment
- **1.3** Ensure the welfare and wellbeing of staff and learners
- **1.4** Establish a positive culture of high expectations of staff and learners
- **1.5** Creatively adopt technology and processes for effective resource optimisation
- **1.6** Encourage all stakeholders to be evaluative and reflective learners
- **1.7** Adopt new practices, digital tools and artificial intelligence (AI) based on research and ethical leadership.
- **1.8** Promote equity, diversity, inclusion, justice and belonging

Domain 2
Lead learning and teaching

- **2.1** Promote evidence- informed teaching, learning and professional practice
- **2.2** Differentiated teaching and learning
- **2.3** Establish the institution as an inclusive school
- **2.4** Assessment Integrity (Monitor Learners' Progress)
- **2.5** Learners' participation in school life
- **2.6** Use technology to enhance the curriculum and co-curricular options.
- **2.7** Motivate and develop teachers
- **2.8** Institute collaborative learning communities within and beyond school.
- **2.9** Secure facilities and other resources which foster conducive learning.
- **2.10** Embrace Quality Assurance for whole school improvement

Domain 3
Enhance School Operations

- **3.1** Lead senior staff to hold all other staff accountable (Human Resource Management)
- **3.2** Facilitate evidence-based operational planning for whole-school improvement
- **3.3** Foster the implementation of national, state and school policies
- **3.4** Improve enrolment, retention and completion at the relevant level of education.
- **3.5** Adopt best practices in financial prudence
- **3.6** Maximise school resources responsibly

Domain 4
Foster a school that's seen as the community's learning hub

- **4.1** Encourage Home- School Partnerships
- **4.2** Provide solutions for the immediate school community
- **4.3** Partner with stakeholders, neighbouring communities and relevant government agencies
- **4.4** Promote school social responsibility and community support

Domain 5
Advance Lifelong Learning

- **5.1** Verify qualifications, professional credentials and suitability for leadership roles
- **5.2** Facilitate professional development for self and others.
- **5.3** Promote professional conduct, ethical leadership and periodic professional review
- **5.4** Update knowledge and use of educational technology
- **5.5** Improve networking through the creation of partnerships and learning communities (see 2.8)

DOMAIN

1

Promote school improvement and innovation

STANDARDS IN THIS DOMAIN

1.1	Provide strategic direction and documentation for school development
1.2	Maintain a safe and healthy environment
1.3	Ensure the welfare and wellbeing of staff and learners
1.4	Establish a positive culture of high expectations of staff and learners
1.5	Creatively adopt technology and processes for effective resource optimisation
1.6	Encourage all stakeholders to be evaluative and reflective learners
1.7	Adopt new practices, digital tools and artificial intelligence (AI) based on research and ethical leadership.
1.8	Promote equity, diversity, inclusion, justice and belonging

Scan to read Domain 1 online

Filter by your career stage, link to any standard.

trcn.gov.ng/professional-standards/school-leadership/domain-1

1.1 Provide strategic direction and documentation for school development

1.1 KNOWLEDGE AND UNDERSTANDING

(a) Develops internal strategic documents that align with and deliver on statutory documents, as well as the school's vision, mission, values, and strategic plan.

(b) Understands that the school development plan and annual operational plan should reflect applicable national and State education policies, the school's context, available resources and measurable learner outcomes.

1.1 SKILLS

(a) Thinks strategically and collaborates with others to deliver on all key plans and policies.

(b) Evaluates plans based on clear criteria and evidence.

(c) Leads and manages change to fulfil vision, mission and strategic priorities.

1.1 ●○○○ BEGINNER

(a) Collates data, evidence and policies to deliver on strategic priorities. Identifies gaps (using School Self- Evaluation – SSE) and develops systems, SOPs and documentation (especially a development plan) to improve the school (see 2.10).

1.1 ●●○○ PROFICIENT

(a) Coordinates different teams and other resources to ensure noticeable school improvements, especially regarding learner outcomes.

1.1 ●●●○ MENTOR

(a) Models very good practice in school planning and improvement through empirical evaluation.

(b) Shares this practice with other school leaders (see 2.10).

1.1 ●●●● DISTINGUISHED

(a) Demonstrates a capacity to lead positive change and improve learner outcomes in a range of situations (and possibly different settings or schools).

(b) Shares this practice with other schools and institutions, as a distinguished, beacon practitioner.

1.2 Maintain a safe and healthy environment

1.2 KNOWLEDGE AND UNDERSTANDING

(a) Prioritises the safety of staff and learners at all times.

(b) Maintains a healthy, hygienic environment within accepted space-to- student ratios.

(c) Develops associated policies to meet statutory requirements and local conditions, including safeguarding, risk assessment, online safety, crisis management, and health & safety.

1.2 SKILLS

(a) Ensures annual policy updates and regular staff training.

(b) Conducts regular drills for fire, flood and lockdown, as well as risk assessments of current and probable threats or hazards.

(c) Maintains links with health and safety organisations and keeps an up-to- date list of emergency numbers. Facilitates appropriate communication with all stakeholders to maintain a safe, secure and healthy environment.

(d) Establishes and periodically tests context-appropriate emergency procedures, including evacuation, incident reporting, referral and coordination with authorised safety agencies.

(e) Protects learners' personal information and dignity during all safety processes.

1.2 ●○○○ BEGINNER

(a) Models' awareness and prevention to prioritise safety in and out of school.

(b) Regularly liaises with statutory authorities and local organisations re health and safety (see 4.3).

(c) Conducts daily learning walks to assess security and safety of buildings, fixtures and furniture.

(d) Provides staff training on reporting procedures for security hazards, health concerns, and crisis identification and mitigation.

1.2 ●●○○ PROFICIENT

(a) Ensures everyday practice is consistent with health and safety SOPs.

(b) Supports staff to prioritise the safety and security of all learners.

(c) Provides staff training in first aid, prevention, and resilience.

1.2 ●●●○ MENTOR

(a) Establishes quality assurance systems to help all staff consistently fulfil their duty of care (see 2.10).

(b) Leads a school with a strong awareness of the role of security and health & safety for staff and learners.

1.2 ●●●● DISTINGUISHED

(a) Maintains a very safe work environment where all staff remain vigilant and model excellent health & safety standards.

(b) Revisits and updates its crisis management and security policies based on recent intelligence, and shares them with other schools (see 4.3).

1.3 Ensure the welfare and wellbeing of staff and learners

1.3 KNOWLEDGE AND UNDERSTANDING

(a) Sustains a literature review of best practice concerning the welfare and wellbeing of staff and learners.

1.3 SKILLS

(a) Acquires primary data on staff and student wellbeing through discussions, meetings, observation and surveys.

(b) Provides time to explore welfare and wellbeing issues during tutor time, assemblies, and special events.

(c) Establishes clear referral pathways for counselling, psychosocial support, health and child-protection concerns, working with parents, guardians and authorised specialist services.

1.3 ●○○○ BEGINNER

(a) Appoints a wellbeing champion to lead on wellbeing and propose appropriate support, training, enrichment activities and events with other stakeholders.

1.3 ●●○○ PROFICIENT

(a) Monitors the wellbeing of staff and learners formally and by observation. Introduces ways to celebrate every child (see 4.4).

1.3 ●●●○ MENTOR

(a) Promotes a culture of wellbeing and positive mental health through training, personalised support, diet, exercise and advice on social media/online moderation.

1.3 ●●●● DISTINGUISHED

(a) Works with an appointed wellbeing champion and shares strategies used in the school with others (see 4.4).

1.4 Establish a positive culture of high expectations of staff and learners

1.4 KNOWLEDGE AND UNDERSTANDING

(a) Appreciates the links between expectations, motivation and performance.

(b) Sets high standards to motivate staff and learners to fulfil their potential.

(c) Remains accountable for sustaining school improvements.

1.4 SKILLS

(a) Motivates, inspires and builds support systems to encourage staff and learners to embrace and work toward high expectations.

1.4 ●○○○ BEGINNER

(a) Sets high expectations across all aspects of school life.

(b) Motivates staff and learners to take responsibility for sustaining the high standards.

1.4 ●●○○ PROFICIENT

(a) Under the guidance of their transformational leader, staff and learners learn to self-regulate and sustain a climate of trust, leading to clear evidence of school improvements.

1.4 ●●●○ MENTOR

(a) Achieves a school culture characterised by high expectations and improved outcomes. This sequence repeats and evolves into a virtuous cycle.

1.4 ●●●● DISTINGUISHED

(a) Leads a self- motivated school community with high expectations to sustain excellent outcomes for staff and learners.

1.5 Creatively adopt technology and processes for effective resource optimisation

1.5 KNOWLEDGE AND UNDERSTANDING

(a) Establishes clear guidelines and policies for the effective use of all resources.

(b) Coordinates budget preparation and identifies priority expenditure in line with organisational objectives.

(c) Appreciates varied sources of revenue generation, including grants, and community facility optimisation, contributions (see 3.6 and 4.2)

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1.5 SKILLS

(a) Allocates resources effectively and appropriately to promote access, inclusion and fulfil the school's improvement plan (see 3.6).

(b) Demonstrates entrepreneurial skills to access resources and draw on community support.

1.5 ●○○○ BEGINNER

(a) Encourages staff and learners to make best use of resources, including local educational materials.

(b) Adopts standard transparency and cost-saving methods for expenditure, as well as innovative approaches to streamlining processes and purchases.

1.5 ●●○○ PROFICIENT

(a) Supports staff and learners in designing and using available resources effectively, especially locally sourced items.

(b) Prioritises and monitors the efficient acquisition and use of resources to sustain school improvement (see 3.6).

1.5 ●●●○ MENTOR

(a) Models good practice and entrepreneurial skills in sourcing and allocating resources across the school, including local resources.

(b) Pays particular attention to recruitment to improve retention and optimise staff experience and expertise (see 3.6).

1.5 ●●●● DISTINGUISHED

(a) Constantly spends within budget to achieve or exceed targets set by key stakeholders.

(b) Shows clear analysis and evaluation of the steps taken to remain within budget.

(c) Demonstrates an entrepreneurial approach to acquisition and allocation of resources.

1.6 Encourage all stakeholders to be evaluative and reflective learners

1.6 KNOWLEDGE AND UNDERSTANDING

(a) Understands the importance of open, evidence-based evaluation and reflection to review school practices, processes and policies.

1.6 SKILLS

(a) Creates a school culture which respectfully challenges long-held practices and encourages open reflection, review and evaluation.

(b) Values and actively seeks feedback from all members of the school's community (see 4.2).

1.6 ●○○○ BEGINNER

(a) Implements structures and systems that encourage reflection, review and evaluation by all stakeholders.

(b) Adopts an open mindset and shows a willingness to keep learning, which motivates other staff to be lifelong learners (see 2.7).

1.6 ●●○○ PROFICIENT

(a) Creates a strong culture of trust and openness to encourage all members of the school community to evaluate and reflect on their contributions to the school.

(b) Encourages staff and learners to provide solutions to local challenges (see 1.7 and 4.2).

1.6 ●●●○ MENTOR

(a) Carries out regular SWOT analyses and models good practice in reflection, review and evaluation processes with all members of the school community.

1.6 ●●●● DISTINGUISHED

(a) Adopts an open mindset to the development and review of SOPs, policies and plans.

(b) Leads a school characterised by an open, reflective culture that secures continuous improvement through evaluation of evidence-based feedback from all stakeholders.

1.7 Adopt new practices, digital tools and artificial intelligence (AI) based on research and ethical leadership.

1.7 KNOWLEDGE AND UNDERSTANDING

(a) Recognises emerging developments in educational technology and artificial intelligence (AI), particularly tools that enhance curriculum delivery, differentiated pedagogy, formative assessment and schools' administration.

(b) Understand both the opportunities and risk of AI, including algorithmic bias inaccuracies (hallucinations), academic dishonesty, learner profiling, child- safeguarding threats and data breaches.

(C) Understands the pros and cons of using Artificial Intelligence for personalised learning, authentic assessment, safeguarding and data breaches.

1.7 SKILLS

(a) Evaluates, Selects and govern innovative technological and AI applications to add measurable value to teaching, learning and operations.

(b) Provides opportunities for staff and learners to collaborate with local and international partners on technology-led projects.

(C) Guides the responsible use of digital tools and artificial intelligence (AI), including human oversight, accuracy checks, privacy, cybersecurity, intellectual property and age-appropriate use.

1.7 ●○○○ BEGINNER

(a) Understand basic capabilities and limitations of approved digital and AI tools.

(b) Follows established school and education authority riles on data privacy, child safeguarding and academic integrity when using technology in classroom or administrative routines, always applying human verification before acting on AI generated outputs.

1.7 ●●○○ PROFICIENT

(a) Integrated vetted context appropriate digital and AI applications into teaching, learning and school operations.

(b) Conduct staff orientation on safe ethical AI practices, preventing the entry of confidential learners or staff record into unapproved platforms, and monitors classroom and administrative compliance

1.7 ●●●○ MENTOR

(a) Improves school systems and the outcomes for all learners through the use of innovative apps and tools.

(b) Engages with the local community to research, test and refine innovative technological solutions.

(C) Identifies suitable projects for action research.

1.7 ●●●● DISTINGUISHED

(a) Leads benchmark school recognised for safe, inclusive and high- impact governance of AI and emerging technologies, demonstrating measurable gains in learner outcome and equity.

(b) Supports other schools in reviewing and adopting innovative technological solutions.

1.8 Promote equity, diversity, inclusion, justice and belonging

1.8 KNOWLEDGE AND UNDERSTANDING

(a) Ensures relevant school policies are consistent with legislation and best practice on EDIJB (Equity, Diversity, Inclusion, Justice and Belonging) so that all staff and learners are happy to be part of the school community.

(b) Appreciates the GEDSI (Gender Equality, Disability and Social Inclusion) framework.

1.8 SKILLS

(a) Algorithmic fairness and Anti- bias Audit; Requires school leaders to verify that AI assisted analytics, Early warning systems, or grading aids do not reinforce gender, disability, socioeconomic, or regional linguistic biases. Pair AI insights with human variation analysis and teachers' judgement.

(b) Promotes non- discrimination, gender responsiveness, reasonable accommodation, accessible facilities and learning materials, and participation of learners with disabilities and other additional learning needs.

1.8 ●○○○ BEGINNER

(a) Ensures equity, justice and fairness for all staff and learners regardless of gender, economic, religious, regional, political or socio- cultural background.

1.8 ●●○○ PROFICIENT

(a) Embeds equity and multiculturalism in all relevant curricular and co- curricular activities of the school.

(b) Monitors the engagement and performance of diverse groups of learners (variation analysis) see 2.3.

1.8 ●●●○ MENTOR

(a) Models good practice in achieving diversity and multiculturalism across the school.

(b) Tracks the academic progress of different groups of learners.

(c) Provides incentives to stakeholders who show exceptional levels of equity and cohesiveness.

1.8 ●●●● DISTINGUISHED

(a) Conducts variation analysis for all external assessments to ensure the academic progress of different learner groups.

(b) Leads a school characterised by social harmony and stakeholder unity, where all learners feel they belong and can succeed.

DOMAIN

2

Lead learning and teaching

Scan to read Domain 2 online
Filter by your career stage, link to any standard.
trcn.gov.ng/professional-standards/school-leadership/domain-2

STANDARDS IN THIS DOMAIN

2.1	Promote evidence- informed teaching, learning and professional practice
2.2	Differentiated teaching and learning
2.3	Establish the institution as an inclusive school
2.4	Assessment Integrity (Monitor Learners' Progress)
2.5	Learners' participation in school life
2.6	Use technology to enhance the curriculum and co-curricular options.
2.7	Motivate and develop teachers
2.8	Institute collaborative learning communities within and beyond school.
2.9	Secure facilities and other resources which foster conducive learning.
2.10	Embrace Quality Assurance for whole school improvement

2.1 Promote evidence- informed teaching, learning and professional practice

2.1 KNOWLEDGE AND UNDERSTANDING

(a) Shows a sound understanding of current trends in pedagogy, as well as what constitutes effective teaching and learning.

(b) Keeps abreast of educational legislation and government guidelines, including professional teacher standards (see 3.3).

2.1 SKILLS

(a) Demonstrates dedication and commitment to learning and teaching.

(b) Monitors and evaluates learner and teacher performance.

©Acknowledges best practice and supports underperforming teachers to improve by meeting more of the teaching standards.

2.1 ●○○○ BEGINNER

(a) Ensures effective communication regarding relevant professional knowledge and practice.

(b) Monitors the quality of teaching and learning within the school and produces regular summaries that inform training requirements.

2.1 ●●○○ PROFICIENT

(a) Supports and encourages teachers to develop and improve professional knowledge.

(b) Encourages peer observation. Monitors staff training to ensure the relevant standards are emphasised and required improvements occur in classroom practice.

2.1 ●●●○ MENTOR

(a) Mentors' senior leaders and teachers to improve and develop their classroom practice, so they become excellent teachers.

(b) Provides coaching to enable teachers to deconstruct their own pedagogy and share best practice.

2.1 ●●●● DISTINGUISHED

(a) Continually improves teachers' professional knowledge and practice, and supports other school leaders with this task.

(b) Distributes the leadership of teaching and learning to others: staff, responsible learners and trusted adults in the community.

2.2 Differentiated teaching and learning

2.2 KNOWLEDGE AND UNDERSTANDING

(a) Appreciates existing literature and the latest research on differentiated teaching and learning.

2.2 SKILLS

(a) Evaluates evidence related to differentiated methods of teaching.

(b) Promotes differentiated teaching across the school and in the classroom, through training, peer observation and mentoring.

© Applies inclusive pedagogy and, where appropriate, Universal Design for Learning principles so that barriers to participation and achievement are identified and reduced.

2.2 ●○○○ BEGINNER

(a) Develops school- wide policy on differentiated teaching, embedded through classroom observation, learning walks, drop-in classroom visits and training.

2.2 ●●○○ PROFICIENT

(a) Deconstructs pedagogy via the varied modes of differentiated teaching (support, task or outcome) and links it to positive formative assessment outcomes.

(b) Supports all staff to adopt and embrace differentiated teaching.

2.2 ●●●○ MENTOR

(a) Builds the expertise of all staff in using effective differentiated teaching strategies.

(b) Gathers case studies across the school, possibly through action research, that demonstrate differentiated teaching leading to learner progress.

© Conducts variation analysis (see 1.8)

2.2 ●●●● DISTINGUISHED

(a) Facilitates differentiation through adopting strategies such as setting, mixed-age teaching, and dynamic assessment tools for personalised learning.

(b) Leads a school that models outstanding practice in differentiated teaching, and shares this expertise with other schools.

2.3 Establish the institution as an inclusive school

2.3 KNOWLEDGE AND UNDERSTANDING

(a) Appreciates and investigates potential barriers to learning, such as Special Educational Needs (SEN), Social and Emotional Aspects of Learning (SEAL), and other Additional Educational Needs (AEN).

2.3 SKILLS

(a) Removes barriers to learning for all learners. Addresses views, attitudes and other obstacles which block inclusion.

(b) Implements strategies to bring about a more inclusive school.

(c) Works with teachers, parents or guardians and relevant specialists to identify support needs, develop and review Individual Education Plans where appropriate, and monitor agreed interventions.

2.3 ●○○○ BEGINNER

(a) Puts policies and procedures in place to create an inclusive school.

(b) Develops and equips teaching and other staff with the ability to identify and escalate matters related to potential learning barriers.

2.3 ●●○○ PROFICIENT

(a) Implements effectively all policies that deal with inclusion and monitors the impact of these policies.

(b) Uses new technology to identify and refer learners to specialists, and to reduce barriers by drafting Individual Education Plans (IEPs).

2.3 ●●●○ MENTOR

(a) Leads a school that values inclusive practice, both in terms of removing learning barriers and encouraging EDIJB (see 1.8).

2.3 ●●●● DISTINGUISHED

(a) Creates an inclusive school in which all learners can learn, succeed and feel a sense of belonging.

(b) Reduces the performance gap between different groups of learners, e.g. gender and month of birth (see 1.8).

2.4 Assessment Integrity (Monitor Learners' Progress)

2.4 KNOWLEDGE AND UNDERSTANDING

(a) Understands the role of formative and summative assessment which is moderated to ensure learning time is optimised. Adopts continuous assessment (CA) techniques.

(b) Collates and analyses data, turning it into information that improves learners' progress. Appreciates the importance of baseline data for tracking subsequent learner progress.

2.4 SKILLS

(a) Uses varied assessment formats and data analysis to evaluate and forecast learners' progress accurately.

(b) Deploy AI and other new technology to deliver personalised assessment and prompt feedback which accelerates learning and learner progress.

(c) Verifies the reliability and validity of exam scripts to ensure they are apt tools for measuring learner progress.

(d) Ensures that assessment is valid, reliable, fair, age- appropriate and aligned with the approved curriculum and assessment policy.

(e) Uses AI- supported assessment only with professional oversight and appropriate safeguards.

2.4 ●○○○ BEGINNER

(a) Ensures that appropriate summative assessment is conducted at least half-termly. This is combined with CA and formative assessment to monitor and secure the progress of all learners in the school.

(b) Maintains an assessment, marking, recording and feedback policy.

2.4 ●●○○ PROFICIENT

(a) Deploys dynamic assessment tools to ensure 'assessment as learning' in addition to assessment for learning (formative) and assessment of learning (summative).

(b) Develops a policy for providing high- quality, timely feedback to all learners.

2.4 ●●●○ MENTOR

(a) Uses assessment outcomes and data analysis to track learner performance and progress so that intervention strategies can be applied as early as possible.

(b) Regularly evaluates the effectiveness of the assessment, marking, recording and feedback policy.

2.4 ●●●● DISTINGUISHED

(a) Leads a school where individual learner progress is monitored, and action is taken to improve each learner's performance.

(b) Involves learners in their own learning process, through metacognitive sessions, learner voice (see 2.5) and empowering them to be part of assessment planning.

2.5 Learners' participation in school life

2.5 KNOWLEDGE AND UNDERSTANDING

(a) Appreciates the background of its learners and the context of the wider school community.

(b) Acknowledges the unique needs of different learners.

2.5 SKILLS

(a) Adapts and responds positively to the changing needs of new and existing learners.

(b) Promotes a culture of responding to learners' aspirations by actively seeking their input during the planning and delivery of learning and other school activities (see 2.4).

2.5 ●○○○ BEGINNER

(a) Sets high expectations for attendance and punctuality among staff and learners.

(b) Monitors and promotes regular school attendance to ensure learners complete their basic and secondary education (see 3.4).

2.5 ●●○○ PROFICIENT

(a) Motivates learners to complete basic and secondary education to a high standard through a range of offerings, such as learner voice, Project-Based Learning, learning to learn (metacognition) classes, and surveys of learners' attitudes to school and education.

2.5 ●●●○ MENTOR

(a) Models good practice in learner participation and liaises with parents and the wider community to ensure a high rate of school completion.

(b) Motivates staff to embrace learner voice and engage learners in their own learning.

2.5 ●●●● DISTINGUISHED

(a) Leads a school with consistently high attendance and completion rates by making the curriculum relevant to the needs of its learners and the wider community (see 2.6).

(b) Ensures that increased student participation in school life improves learner behaviour and attitudes to formal education.

2.6 Use technology to enhance the curriculum and co-curricular options.

2.6 KNOWLEDGE AND UNDERSTANDING

(a) Appreciates existing and new curriculum requirements, including the systems and organisation required to deliver it effectively.

(b) Takes cognisance of the needs of different learners (see 2.2).

2.6 SKILLS

(a) Leads and consults widely about curriculum and co-curricular implementation for the benefit of all learners.

(b) Safely adopts extant and cutting- edge technology to enhance the teaching and learning experience.

(c) Provides for low- cost, offline and accessible alternatives where electricity, connectivity, devices or assistive technologies are limited.

2.6 ●○○○ BEGINNER

(a) Organises and delegates curriculum management in line with the National Policy on Education.

(b) Promotes and provides training in the use of new technology that enhances learning.

2.6 ●●○○ PROFICIENT

(a) Seeks ways to make the curriculum appealing to all learners.

(b) Uses technology to enhance school operations, as well as teaching and learning (see 3.6).

(c) Creates an extensive and inspirational range of co-curricular activities, some of which align with the United Nations' SDGs.

2.6 ●●●○ MENTOR

(a) Implements a curriculum that draws on local contexts and uses technology to foster national and international collaboration.

(b) Supports cross- curricular learning and Project-Based Learning (PBL) with new technology to make the curriculum more relevant and personalised.

2.6 ●●●● DISTINGUISHED

(a) Leads a school with an innovative curriculum, supported by up-to- date technological devices that add value to all learners.

(b) Demonstrates the curriculum's positive impact through data showing very good learner attendance and outcomes (see 3.4).

2.7 Motivate and develop teachers

2.7 KNOWLEDGE AND UNDERSTANDING

(a) Highlights the importance of motivation and the role it plays in developing teacher performance.

(b) Moderates' expectations of different staff, according to career stage and background (see 1.8).

2.7 SKILLS

(a) Inspires and motivates teachers to improve their practice.

(b) Uses varied strategies to support and enhance teacher development at different stages of their career.

(c) Supports teachers to meet applicable TRCN registration, licensing and continuing professional development requirements and to maintain evidence of relevant professional learning.

2.7 ●○○○ BEGINNER

(a) Provides teachers with development opportunities and motivates them to be committed to their teaching.

(b) Leads by example through continuing and sharing own development journey.

2.7 ●●○○ PROFICIENT

(a) Monitors and motivates teachers to keep learning, improving, and embrace lifelong learning (see 1.6).

(b) Ensures teachers have appropriate development opportunities to improve their performance, such as training, peer observation, mentoring, appraisal sessions and coaching.

2.7 ●●●○ MENTOR

(a) Leads a school with outstanding classroom practitioners, who are highly motivated to develop and improve continuously.

(c) Supports teachers in addressing underperformance through learning opportunities and, when needed, capability procedures.

2.7 ●●●● DISTINGUISHED

(a) Inspires and motivates all teachers to perform at their best and sustain high levels of performance through transformational leadership.

(b) Builds staff capacity and uses a distributive leadership model when appropriate. Shares motivational methods with other schools and supports underperforming schools.

2.8 Institute collaborative learning communities within and beyond school.

2.8 KNOWLEDGE AND UNDERSTANDING

(a) Keeps abreast of the principles and practice of collaborative learning communities.

(a) Seeks out current national and international research relating to collaborative learning communities.

(b) Acknowledges that a school is a learning hub for the whole community.

2.8 SKILLS

(a) Evaluates the impact of the school's collaborative learning approach with its neighbouring community.

(b) Creates a collaborative school culture and adopts an 'education you can use' approach to curriculum development (see 2.6).

(c) Provides incentives for staff and learners to safely collaborate with community leaders, early technology adopters and local partners.

2.8 ●○○○ BEGINNER

(a) Demonstrates and promotes collaboration across the school.

(b) Encourages the formation of collaborative learning groups in accordance with strict safeguarding guidelines (see 1.2).

2.8 ●●○○ PROFICIENT

(a) Establishes and maintains collaborative learning communities across the school.

(b) Monitors and evaluates the outcomes of collaborative learning communities, and uses the feedback to improve collaboration and the performance of staff and learners (see 4.3).

2.8 ●●●○ MENTOR

(a) Leads a school that demonstrates collaborative practice, in which staff share, develop, and improve their pedagogy.

(b) Develops collaborative learning communities with other schools.

2.8 ●●●● DISTINGUISHED

(a) Leads a school where the link between collaboration and learner value added is measured and apparent.

(b) Leads on collaborative learning communities, locally, regionally and internationally (see 4.3).

2.9 Secure facilities and other resources which foster conducive learning.

2.9 KNOWLEDGE AND UNDERSTANDING

(1) Understands the importance of maintaining and improving the school's buildings, fixtures and fittings.

(b) Appreciates the processes and systems required to acquire, maintain, replace and dispose of assets and leaning resources (see 3.6).

2.9 SKILLS

(a) Demonstrates how to use facilities and learning resources to maximise outcomes and the potential of learners.

(b) Consults widely and makes use of innovative approaches to establishing a LRC (Learning Resource Centre), LMS (Learning Management System) and SIMS (School Information Management System).

(c) Plans for accessibility, maintenance, safe use, replacement and equitable access to facilities, learning resources and assistive technologies.

2.9 ●○○○ BEGINNER

(a) Identifies and communicates budgetary requirements with different departments and stakeholders.

(b) Monitors and is accountable for the maintenance and effective use of facilities and learning resources.

2.9 ●●○○ PROFICIENT

(a) Maintains and uses facilities effectively.

(b) Efficiently allocates learning resources in accordance with the priorities of the school improvement plan (see 1.1).

(c) Partners with the local community as a key resource to enhance learning opportunities.

2.9 ●●●○ MENTOR

(a) Models very good practice in allocating and using facilities and learning resources effectively, especially in terms of transparency and accountability.

(b) Shares its resources and uses community resources to enhance learning, in line with safeguarding guidelines (see 1.2).

2.9 ●●●● DISTINGUISHED

(a) Leads a school where buildings, facilities and learning resources enhance learners' opportunities to achieve better outcomes.

(b) Shares innovative budgetary and resource utilisation practices with other schools (see 3.6).

2.10 Embrace Quality Assurance for whole school improvement

2.10 KNOWLEDGE AND UNDERSTANDING

(a) Keeps up to date with the principles, processes and practices of quality assurance (QA) and the role of School Self-Evaluation (SSE).

(b) Shows a keen awareness of how, for example, lesson observations, data analysis, learning walks and focus groups provide feedback for SSE.

2.10 SKILLS

(a) Collates, analyses and interprets data to provide meaningful and usable information on school performance.

(b) Uses the information and recommendations from the analysis of data, and other sources such as surveys, focus groups and lessons observed to identify successes and actions to address required improvements (see 1.8).

(c) Uses school self- evaluation findings to prepare and review an improvement plan, assign responsibilities, monitor actions and report progress to the appropriate stakeholders.

2.10 ●○○○ BEGINNER

(a) Uses a variety of methods to provide information on overall school performance.

(b) Takes action to make basic improvements.

(c) Conducts baseline tests for midstream admissions and cohorts of new learners to provide an early warning system and enable intervention to start as early as possible.

2.10 ●●○○ PROFICIENT

(a) Supports staff proficiency in the language and judgements required for SSE.

(b) Engages in more nuanced analysis of data, such as variation analysis (see 1.8), value-added and (exam) paper analysis to implement intervention strategies and improve learner outcomes.

2.10 ●●●○ MENTOR

(a) Leads a school which embraces and effectively performs SSE periodically, and engages all staff in this important exercise.

(b) Effectively uses SSE outcomes and recommendations to inform development and planning, especially long-term planning, which provides years of support or intervention before learners sit external exams.

2.10 ●●●● DISTINGUISHED

(a) Acts as a transformational leader who delegates effectively to build a school culture that embraces School Self-Evaluation (SSE) and Quality Assurance (QA).

(b) Celebrates the school's strengths and addresses the areas for improvement through effective short-term and strategic planning (see 1.1).

DOMAIN

3

Enhance School Operations

STANDARDS IN THIS DOMAIN

3.1	Lead senior staff to hold all other staff accountable (Human Resource Management)
3.2	Facilitate evidence-based operational planning for whole-school improvement
3.3	Foster the implementation of national, state and school policies
3.4	Improve enrolment, retention and completion at the relevant level of education.
3.5	Adopt best practices in financial prudence
3.6	Maximise school resources responsibly

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3.1 Lead senior staff to hold all other staff accountable (Human Resource Management)

3.1 KNOWLEDGE AND UNDERSTANDING

(a) Comprehends organisational behaviour and systems, such as delegation, motivation, span of control, teamwork, timelines, safer recruitment, safeguarding and workplace legislation.

(b) Values working with staff who have an open mindset and are receptive to new ideas and technology, especially regarding conducting research to determine best practice.

3.1 SKILLS

(a) Motivates, inspires, and demonstrates appropriate leadership styles across different business phases.

(b) Participates in recruitment and deployment processes within delegated authority, using approved job descriptions, objective criteria, safer-recruitment procedures and applicable employment rules.

(c) Monitors staff and makes timely decisions, particularly regarding attendance, punctuality, behaviour, and performance.

(d) Applies fair, transparent and documented staff- performance procedures, with due regard to employment law, public service rules and the authority of the relevant employer.

3.1 ●○○○ BEGINNER

(a) Works with Human Resources and other senior leaders (i.e., SBMC) to identify and cover all required duties (see 4.3).

(b) Organises self and staff effectively by skilful delegation.

(c) Supports staff to perform their duties effectively and professionally, using fair, documented and lawful performance-management procedures.

(d) Supports underperforming staff to improve.

3.1 ●●○○ PROFICIENT

(a) Demonstrates a flexible leadership style that fits with the organisation's phase of development.

(b) Makes timely decisions regarding organisational behaviour and systems, particularly on attendance and performance.

(c) Keeps accurate attendance data and addresses non- attendance issues.

3.1 ●●●○ MENTOR

(a) Positively influences the school's culture until desirable traits become part of the school's systems.

(b) Streamlines administration using extant and new technology (see 2.6).

(c) Supports other school leaders to improve staff attendance and performance.

3.1 ●●●● DISTINGUISHED

(a) Promotes shared leadership and teamwork.

(b) Trains other school leaders to build strong teams and achieve excellent staff attendance.

(c) Prioritises s pending more time on leading learning and teaching rather than on administration, and clearly models this for other leaders.

3.2 Facilitate evidence-based operational planning for whole-school improvement

3.2 KNOWLEDGE AND UNDERSTANDING

(a) Reviews relevant evidence and guidance on organisational planning, implementation, monitoring and evaluation.

3.2 SKILLS

(a) Devises, implements and evaluates operational plans aligned with the school's overall strategic plan (see 1.1).

(b) Evaluates implemented strategies, including School Self- Evaluation (see 2.10) and how data is analysed (see 1.8 and 2.4).

3.2 ●○○○ BEGINNER

(a) Develops and implements an annual operational plan with staff and relevant stakeholders, specifying activities, responsibilities, timelines, resources, targets and monitoring arrangements. Carries out basic evaluation of the operational plan's implementation.

3.2 ●●○○ PROFICIENT

(a) Leads staff to fulfil the operational plan effectively and flexibly.

(b) Collates and analyses data to arrive at objective judgments on the plan's outcomes for learners.

3.2 ●●●○ MENTOR

(a) Revisits and updates the operational plan based on SWOT analysis and the overall strategic plan. Delegates effectively to ensure all staff are involved in school improvement (see 3.1).

3.2 ●●●● DISTINGUISHED

(a) Creates a culture where all stakeholders are willing to collaborate on school improvement, and thereby influences positive change to achieve excellent learner outcomes (see 2.8).

3.3 Foster the implementation of national, state and school policies

3.3 KNOWLEDGE AND UNDERSTANDING

(a) Acquires, reads and shares publications containing national and state legislation and policies on education (see 4.3).

3.3 SKILLS

(b) Interprets, communicates and applies national and state legislation and policies on education.

(b) Creates, implements and evaluates school policies.

(c) Identifies the responsible authority for each policy and distinguishes the school's implementation role from the statutory, supervisory and employment responsibilities of Federal and State agencies.

3.3 ●○○○ BEGINNER

(a) Leads staff to ensure all relevant national and state policies on education are featured in the school's policies, and appreciates the rationale for such policies.

3.3 ●●○○ PROFICIENT

(a) Implements and evaluates the school's compliance with all relevant policies Develops new policies as required and evaluates their impact.

3.3 ●●●○ MENTOR

(a) Leads a school in which all agreed policies are consistently applied by staff.

(b) Reviews and regularly updates school policies to meet national and state policy requirements.

3.3 ●●●● DISTINGUISHED

(a) Leads a school that is enhanced by the consistent evaluation of agreed national and state policies.

(b) Contributes to consultations and the drafting of state- level policies.

3.4 Improve enrolment, retention and completion at the relevant level of education.

3.4 KNOWLEDGE AND UNDERSTANDING

(a) Understands the regulations, recent history and local context of school enrolment, retention and completion.

(b) Acquires national and local data on learner attendance, retention and on 'school returners'

3.4 SKILLS

(a) Creates a culture that encourages learners to enrol and remain in school until they complete their education.

(b) Implements strategies to support enrolment, retention, return to school and completion.

© Encourages learners and staff to consider Project- Based Learning tasks that may align with the Sustainable Development Goals and produce solutions to everyday challenges (see 2.6).

3.4 ●○○○ **BEGINNER**

(a) Encourages all eligible learners (including returners) in the community to enrol and complete their education, irrespective of demographic factors (see 1.8).

(b) Implements a plan to identify 'out-of-school children' (OOSC) and encourage them to enrol or return and complete their education (see 4.2).

(c) Uses approved administrative data, household surveys, community mapping and stakeholder consultations to identify out-of- school children and learners at risk of dropping out. Collects and uses information lawfully, proportionately and with appropriate safeguards.

3.4 ●●○○ **PROFICIENT**

(a) Combines existing data, such as household surveys and approved administrative data and appropriately authorised community-level information, with appropriately authorised and proportionate data-collection methods to identify OOSC.

(b) Supports staff to ensure appropriate learners in the community are enrolled and complete their education regardless of demographics (see 1.8).

3.4 ●●●○ **MENTOR**

(a) Initiates innovative student- led projects that make learning relevant and personalised, thereby improving retention (see 2.6).

(b) Models good practice in learner enrolment, attendance, retention and completion, achieving measurable improvements against established baselines and relevant education- sector benchmarks.

3.4 ●●●● **DISTINGUISHED**

Demonstrates and shares with other school leaders' best practice for simultaneously achieving low levels of OOSC and high levels of enrolment, retention and completion of secondary education.

3.5 Adopt best practices in financial prudence

3.5 **KNOWLEDGE AND UNDERSTANDING**

(a) Comprehends the financial rules and regulations relating to schools, especially those concerning accountability and transparency.

3.5 **SKILLS**

(a) Liaises closely with members of the accounts department to develop and approve budgetary processes and procedures that enable delegated individuals to spend within agreed limits.

(b) Demonstrates prudence, integrity, transparency and accountability in financial matters, and in reporting to key stakeholders.

(c) Ensures that all expenditure, grants, donations and internally generated funds are approved, recorded, receipted, accounted for and reported in accordance with applicable financial rules.

3.5 ●○○○ **BEGINNER**

(a) Implements best practice in financial matters to achieve operational priorities within the allocated budget.

3.5 ●●○○ **PROFICIENT**

(a) Supports and trains staff in drafting and managing budgets, ensuring spending stays within agreed limits.

(b) Oversees the production of financial reports and transparently communicates to relevant stakeholder groups.

3.5 ●●●○ **MENTOR**

(a) Models good practice in financial matters, particularly in integrity, accountability and transparency.

(b) Creatively sources additional funding or ways to save on costs by collaborating with stakeholders and local partners (see 2.8).

3.5 ●●●● **DISTINGUISHED**

(a) Leads a school that uses new technology and innovative methods to generate additional income and reduce costs, ethically and safely.

(b) Builds safe, transparent links with NGOs, local businesses, and online partner schools to improve learners' outcomes (see 4.3).

3.6 Maximise school resources responsibly

3.6 KNOWLEDGE AND UNDERSTANDING

(a) Appreciates the need to allocate finances prudently to fulfil operational plans.

(b) Realises that innovative methods are required to ethically raise additional revenue for the school (see 1.5).

3.6 SKILLS

(a) Applies financial regulations and approved procurement procedures effectively.

(b) Negotiates prudently and transparently with suppliers and other stakeholders, in accordance with applicable procurement rules, approved delegations, conflict-of-interest requirements and value-for-money principles.

3.6 ●○○○ BEGINNER

(a) Allocates available resources in line with the priority needs of the school (see 1.5).

(b) Adheres to applicable procurement laws, regulations and approved procurement procedures when issuing tenders and receiving bids for expenditure at or above an agreed value.

3.6 ●●○○ PROFICIENT

(a) Supports staff in prioritising the school's needs in line with available resources (see 1.5).

(b) Safely seeks additional resources from community groups.

3.6 ●●●○ MENTOR

(a) Models' financial prudence and works with stakeholders to ethically generate more resources for the school, especially by providing technological solutions to local challenges and producing social media content.

3.6 ●●●● DISTINGUISHED

(a) Leads a school that models good practice in resource allocation and generation. Allocates resources successfully to achieve the school's improvement priorities (see 1.5).

DOMAIN

4

Foster a school that's seen as the community's learning hub

STANDARDS IN THIS DOMAIN

4.1	Encourage Home- School Partnerships
4.2	Provide solutions for the immediate school community
4.3	Partner with stakeholders, neighbouring communities and relevant government agencies
4.4	Promote school social responsibility and community support

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Domain 4 · Foster a school that's seen as the community's learning hub

4.1 Encourage Home- School Partnerships

4.1 KNOWLEDGE AND UNDERSTANDING

(a) Recognises the pivotal role that parents and guardians play in supporting the formal education of their children or wards.

(b) Appreciates parents' prior positive contributions and the varied ways in which they have supported the school (see 2.5).

(c) Acknowledges the research on the strong correlation between learner achievement and parents' level of education.

4.1 SKILLS

(a) Builds positive, professional relationships between parents or guardians and school staff.

(b) Develops effective and multichannel home- school communications. Involves parents in their children's education.

(c) Uses accessible communication methods and, where appropriate, local languages to engage parents and guardians, including those with disabilities or limited literacy.

4.1 ●○○○ BEGINNER

(a) Builds professional, mutually beneficial home-school relationships through regular communication.

(b) Widely consults with the parents' association and other stakeholders on relevant school policies (see 1.6).

4.1 ●●○○ PROFICIENT

(a) Creates forums to welcome parents to become involved in their child's education and other school activities, both within and outside the school.

(b) Such events could include Open Day and curriculum orientation meetings.

(c) Encourages and supports parents to become lifelong learners, especially about curriculum concepts.

4.1 ●●●○ MENTOR

(a) Ensures staff work effectively with parents to support learners, particularly regarding learner attendance and academic progress (see 3.4).

(b) Utilises new and existing technology to improve home- school partnerships, including online or hybrid meetings and seminars.

4.1 ●●●● DISTINGUISHED

(a) Leads a school known for strong, professional, and effective relationships with parents that positively affect learners' outcomes.

4.2 Provide solutions for the immediate school community

4.2 KNOWLEDGE AND UNDERSTANDING

(a) Understands the importance of accurately reading and researching the school's context and learners' needs.

(b) Researches the level of 'out-of- school children' (OOSC) in their neighbourhood (see 3.4).

© Appreciates the significant contribution members of the community can make to the school and its learners.

4.2 SKILLS

(a) Demonstrates empathy for the learning needs of learners, staff and parents.

(b) Analysis's school needs and potential contributions and motivates members of the community to support and engage with the school.

© Uses existing and new technology to analyse challenges and provide innovative solutions (see 1.7).

(d) Uses community mapping and consultation to understand local needs, while protecting personal data and avoiding stigmatisation or discrimination.

4.2 ●○○○ BEGINNER

(a) Uses primary and secondary data to research community needs, including surveys, town hall meetings, and population censuses.

(b) Identifies the needs of the immediate school community and addresses them in the learning process and through school administration.

4.2 ●●○○ PROFICIENT

(a) Supports staff in identifying the needs of learners and the immediate school community and in finding innovative solutions, often with the help of new technology (see 1.7 and 3.4).

(b) Engages with local partners to identify and ethically secure community contributions for the school and add value to learners' experience.

4.2 ●●●○ MENTOR

(a) Models good practice in identifying the needs of the school and individual learners (see 2.8).

(b) Ensures staff effectively address identified needs in line with the strategic plan.

©Creates mutually beneficial relationships between different stakeholder groups.

4.2 ●●●● DISTINGUISHED

(a) Leads a school whose primary focus is on learners' needs.

(b) Demonstrates excellent practice in safely engaging community members to support learners.

©Supports other schools and trains their leaders to appreciate school context and be seen as a centre of learning and positive community development.

4.3 Partner with stakeholders, neighbouring communities and relevant government agencies

4.3 KNOWLEDGE AND UNDERSTANDING

(a) Reads and conducts research into the principles and practice of forging strong school partnerships.

(b) Researches best practice in networking and the characteristics of the school's local context.

4.3 SKILLS

(a) Communicates effectively with a wide range of stakeholders.

(b) Builds relationships with school partners and seeks win-win outcomes.

(c) Manages conflict successfully. Engages with stakeholders on matters of security (see 1.2).

(d) Clarifies the roles of the school, SBMC, parents' associations, local education authorities, State Ministries of Education, SUBEBs, TESCOMs and other relevant bodies according to school ownership and level.

4.3 ●○○○ BEGINNER

(a) Maintains regular, timely communication with senior leaders and local partner groups, i.e. the School- Based Management Committee (SBMC), the community- based organisations and recognised community education structures, and relevant government agencies (see 3.1).

4.3 ●●○○ PROFICIENT

(a) Supports effective communication with stakeholders about school needs and priorities, taking context into account.

(b) Builds positive working relationships with government and community groups.

(c) Anticipates and resolves ensuing conflict between individuals or groups effectively.

4.3 ●●●○ MENTOR

(a) Serves as a role model for effective partnerships and communication between the government and community groups, such as NGOs, Civil Society groups and faith-based organisations.

4.3 ●●●● DISTINGUISHED

Maintains excellent collaborative partnerships with the immediate community, government agencies and other resource providers to ensure the safety of all learners and staff, as well as meet other school priorities (see 1.2).

4.4 Promote school social responsibility and community support

4.4 KNOWLEDGE AND UNDERSTANDING

(a) Studies the importance of citizenship and why learners and other stakeholders should commit to the local community's wellbeing (see 1.3).

4.4 SKILLS

(a) Listens to, reflects on and acts on community views and feedback.

(b) Motivates learners and staff to make meaningful contributions to the community.

(c) Ensures that volunteering, community projects and use of school facilities are approved, inclusive, safe and consistent with child safeguarding and financial accountability requirements.

4.4 ●○○○ BEGINNER

(a) Empowers the school to serve as a responsible corporate citizen in the immediate community, contributing to its progress and wellbeing (see 1.3)

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4.4 ●●○○ PROFICIENT

(a) Supports learners and staff in becoming responsible citizens who contribute to community wellbeing and progress through volunteering and community-based projects (see 2.6).

(b) Makes school facilities available for approved community activities where this is safe, appropriate and consistent with the school's mandate and safeguarding requirements.

4.4 ●●●○ MENTOR

(a) Demonstrates good school social responsibility practice by engaging effectively with the community for the wellbeing of its members and learners. For example, by running adult education classes in basic education and new technology, and by having older citizens pass on local history.

4.4 ●●●● DISTINGUISHED

(a) Serves as a model school for school social responsibility.

(b) Shares this expertise with other schools so that such institutions can also embed good school social responsibility practice.

DOMAIN

5

Advance Lifelong Learning

STANDARDS IN THIS DOMAIN

5.1	Verify qualifications, professional credentials and suitability for leadership roles
5.2	Facilitate professional development for self and others.
5.3	Promote professional conduct, ethical leadership and periodic professional review
5.4	Update knowledge and use of educational technology
5.5	Improve networking through the creation of partnerships and learning communities (see 2.8)

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trcn.gov.ng/professional-standards/school-leadership/domain-5

5.1 Verify qualifications, professional credentials and suitability for leadership roles

5.1 KNOWLEDGE AND UNDERSTANDING

(a) Keeps up to date with recent global practice and research in leadership and management.

(b) Keeps abreast of the knowledge, skills and attitudes required to deliver the 'three pillars of education': curriculum, pedagogy and assessment.

(c) Understands that qualifications and appointment requirements are determined by applicable national policy, TRCN requirements and the relevant employer or appointing authority.

(d) Leadership appointments must follow approved procedures.

5.1 SKILLS

(a) Demonstrates leadership and management skills. Upholds fairness, integrity and equal opportunities.

5.1 ●○○○ BEGINNER

(a) Possesses a B.Ed. or a first degree with PGDE. Obtains the requisite approval for a leadership role (see 5.5).

(b) Ensures recruitment of staff is based on objective criteria and follows all safeguarding guidelines.

(c) Verifies qualifications and professional credentials through appropriate channels, maintains accurate staff records and ensures that appointment decisions follow approved criteria and applicable employment and safeguarding requirements.

5.1 ●●○○ PROFICIENT

(a) Demonstrates an open mindset and enthusiasm for further learning.

(b) Maintains a personal training log for each academic session.

(c) Checks and, where possible, triangulates certificates, CVs and past work records.

5.1 ●●●○ MENTOR

(a) Possesses a relevant postgraduate qualification, where required by the applicable appointment framework; a master's degree may be encouraged but is not a universal condition for progression.

(b) Ensures that a dated training log is maintained for all staff.

(c) Develops and delivers a comprehensive, inclusive induction policy.

5.1 ●●●● DISTINGUISHED

(a) Shares training, mentoring and coaching experience with staff, other stakeholders, as well as other schools (see 1.6, 2.1 and 4.2).

5.2 Facilitate professional development for self and others.

5.2 KNOWLEDGE AND UNDERSTANDING

(a) Recognises the importance of professional development to improve own leadership.

(b) Conducts global research on impactful professional development.

(c) Identifies and organises suitable professional development for all staff.

5.2 SKILLS

(a) Seeks feedback and remains open to support from others.

(b) Evaluates the achievements gained from prior self- professional development.

(b) Devises, delivers and evaluates effective professional development, including mentoring, for self and others.

(c) Uses TRCN professional standards and recognised continuing professional development (CPD) opportunities to identify learning needs, maintain professional learning records and evaluate the effect of development on practice.

5.2 ●○○○ BEGINNER

(a) Maintains a good track record of relevant professional development by using the 'Professional Standards for School Leadership' to identify areas for improvement.

(b) Organises effective professional and career development for all staff.

5.2 ●●○○ PROFICIENT

(a) Identifies own leadership needs and attends relevant professional training.

(b) Evaluates and negotiates professional development needs for all staff.

(c) Monitors and mentors' staff to facilitate their career progression (see 2.7).

5.2 ●●●○ MENTOR

(a) Demonstrates the positive impact of professional development on own leadership performance, leading to better outcomes for learners.

(b) Mentors and coaches' staff to ensure they undertake and apply professional development to improve career prospects and student outcomes.

(c) Supports and coaches other school leaders (see 2.1 and 2.7).

5.2 ●●●● DISTINGUISHED

(a) Provides advice and delivers effective professional development for other school leaders.

(b) Undertakes peer reviews and mentors other school leaders.

(c) Coaches staff and other school leaders to evaluate the impact of their professional development.

(d) Visits and acts as a role model for other schools (see 5.1).

5.3 Promote professional conduct, ethical leadership and periodic professional review

5.3 KNOWLEDGE AND UNDERSTANDING

(a) Understands and follows updates on the principles and practice of professional behaviour, including statutory requirements.

(b) Appreciates and conducts further contextual research into the relevant evidence on professional ethics, emotional intelligence, interpersonal competence, resilience and reflective leadership.

Understands and applies the Teachers' Code of Conduct and applicable professional standards, statutory requirements, safeguarding duties, confidentiality and fair procedures for reporting concerns.

5.3 SKILLS

(a) Demonstrates a high standard of professional integrity, equity and moral judgement.

(b) Projects a keen awareness of their own behaviour and the ability to overcome adversity and professional misconduct, interpersonal challenges and workplace conflicts with dignity, empathy, resilience and astute communication.

(c) Models integrity, impartiality, respect, emotional self- management, resilience, reflective practice and professional accountability.

(d) Addresses concerns through fair, confidential and documented procedures.

5.3 ●○○○ BEGINNER

(a) Adheres to the Code of Conduct and Professional Standards for the Teaching Profession in Nigeria and ensures compliance among all academic staff.

(b) Demonstrates an awareness of own emotions and how to control them.

(c) Supports teachers to understand and comply with the applicable Teachers' Code of Conduct and professional standards, and refers alleged professional misconduct to the appropriate authority in accordance with due process.

5.3 ●●○○ PROFICIENT

(a) Demonstrates integrity, equity and moral judgement.

(b) Supports teachers in improving their professional conduct and tackles inappropriate behaviour.

(c) Builds strong relationships with staff and other stakeholders, and fosters a culture of trust and openness through strong emotional intelligence.

5.3 ●●●○ MENTOR

(a) Mentors own staff and other school leaders to improve their professional conduct, including their Emotional Quotient (EQ) and Social Quotient (SQ).

(b) Demonstrates high levels of cognitive flexibility and EQ to lead others and resolve conflicts and other challenging situations (see 1.6 and 3.6).

5.3 ●●●● DISTINGUISHED

(a) Leads a school where the staff are models of excellence in all aspects of professional conduct.

(b) Draws on emotional intelligence to establish strong credibility and excellent relationships with all stakeholders and other school leaders.

5.4 Update knowledge and use of educational technology

5.4 KNOWLEDGE AND UNDERSTANDING

(a) Keeps abreast of how new technology (including hardware and software) can support learning and school operations.

5.4 SKILLS

(a) Uses appropriate and accessible hardware and software to enhance operational and learning outcomes, for example, LMS and SIMS (see 2.9).

(b) Seeks expert advice and attends training and exhibitions, such as TOSSE (Total School Support Seminar/ Exhibition and BETT (British Educational Training and Technology Show)

(c) Ensures that technology procurement and use are based on assessed needs, accessibility, total cost of ownership, data protection, cybersecurity, maintenance and staff capacity.

5.4 ●○○○ BEGINNER

(a) Models an enthusiasm for using Edtech and other locally sourced pedagogical tools to improve the school's academic standard and operations.

(b) Conducts a needs assessment and consults widely with end-users and other stakeholders before procurement to ensure new Edtech will be used and function effectively (see 3.6).

5.4 ●●○○ PROFICIENT

(a) Shares the knowledge and use of Edtech with staff.

(b) Shows a willingness to learn about relevant Edtech from others and provides professional development on Edtech for teachers in the school.

5.4 ●●●○ MENTOR

(a) Builds school capacity by appointing early Edtech adopters to model and provide in-house training on Edtech and newly acquired pedagogical tools.

5.4 ●●●● DISTINGUISHED

(a) Continually updates own Edtech knowledge and skills.

(b) Coaches and delivers workshops for other school leaders on the use and benefits of Edtech and appropriate instructional materials, assistive technologies and teaching aids (see 2.6 and 2.9).

5.5 Improve networking through the creation of partnerships and learning communities (see 2.8)

5.5 KNOWLEDGE AND UNDERSTANDING

(a) Values partnerships and professional networks.

(b) Constantly refers to the literature on the principles and practice of learning communities.

5.5 SKILLS

(a) Builds effective relationships within and beyond the school (see 2.1 and 2.8).

(b) Verifies TRCN registration and current practising- licence status as required by applicable law and regulations.

(c) Encourages participation in recognised professional associations, peer networks and research communities.

5.5 ●○○○ BEGINNER

(a) Holds valid registration with the Teachers Registration Council of Nigeria (TRCN) and a current practising licence, where required by applicable law and professional regulations.

(b) Belongs to a professional teaching association.

5.5 ●●○○ PROFICIENT

(a) Establishes links with other school leaders to enable mutual learning.

(b) Undertakes visits to other schools to exchange good practice (see 5.2).

5.5 ●●●○ MENTOR

(a) Promotes and engages with networks featuring school leaders.

(b) Demonstrates being a reflective practitioner, lifelong learner and bridge builder (see 1.6).

5.5 ●●●● DISTINGUISHED

(a) Creates and chairs partnerships, learning communities and networks of school leaders to benefit all members.

ANNEX 1

Implementation and review framework

The following framework is recommended to guide consistent implementation and periodic assessments of the Standards . Each responsible education authority should adapt the arrangements to its legal mandate and operating context.

IMPLEMENTATION STAGE	KEY ACTIONS	SUGGESTED EVIDENCE
1. Orientation and dissemination	Introduce the Standards to school leaders, aspiring leaders, employers, education authorities and relevant stakeholders. Provide accessible copies and explanatory guidance.	Orientation records; dissemination reports; stakeholder feedback.
2. Baseline assessment	Undertake a context-sensitive assessment of current school leadership capacity and identify priority development needs.	Baseline assessment; leadership competency profile; identified gaps.
3. Professional development	Develop training, mentoring, coaching and peer-learning opportunities linked to the five domains and identified competency gaps.	Training plans; attendance; portfolios; coaching and mentoring records.
4. School improvement planning	Require each school leader, within the authority of the role, to translate relevant findings into a costed and time-bound improvement plan.	Approved school improvement plan; activity schedule; budget; targets.
5. Monitoring and support	Conduct periodic supportive reviews using agreed indicators, documentary evidence, observation and stakeholder feedback.	Monitoring reports; feedback records; corrective-action tracker.
6. Periodic review of the Standards	Review implementation evidence and stakeholder feedback periodically, and update the Standards when policy, law or professional practice changes.	Review report; consultation record; approved revisions.

ANNEX 2

Indicative monitoring and evaluation indicators

Indicators should be selected and adapted to the school level, baseline, available data and approved education-sector targets. They should not be used to penalise schools for factors outside their control.

AREA	INDICATIVE MEASURES
School improvement	Approved school development/annual operational plan; proportion of planned actions completed; periodic review of progress.
Teaching and learning	Frequency and quality of instructional supervision; evidence of teacher support; learner participation and progress trends.
Learner access and retention	Enrolment, attendance, transition, retention and completion trends, disaggregated where lawful and appropriate.
Safeguarding and wellbeing	Existence and use of safeguarding procedures; timely referral and incident response; staff and learner awareness.
Inclusion and accessibility	Reasonable accommodation provided; accessibility barriers identified and addressed; participation and progress of learners requiring additional support.
Staff development	Staff with current development plans; participation in relevant CPD; evidence of application of learning to practice.
Financial and asset management	Approved budget and expenditure reports; asset register; procurement compliance; documented maintenance and utilisation.
Community engagement	Regular stakeholder engagement; parent participation; documented partnerships and community feedback.
Digital and AI responsibility	Staff orientation on digital safety, privacy and responsible AI; accessibility and security checks for digital tools.

ANNEX 3

Names of contributors

1 **DR. MRS RONKE SOYOMBO**
Teachers Registration Council of Nigeria

2 **DR. PARA DANJUMA**
National Senior Secondary Education Commission

3 **DR. KEHINDE OGUNBIYITAN**
National Commission for Persons with Disabilities

4 **IBRAHIM DANTSHOHO ABDULLAHI**
National Universities Commission

5 **LAMI ISHAYA DUTSE**
National Commission for Colleges of Education

6 **ADO MUHAMMAD**
United Nations Educational, Scientific and Cultural Organization (UNESCO)

7 **PROF. CLERK JULIOUS BOARDON**
Brain-well Project (BWP)

8 **DR. AISHA S. MONGUNO**
National Board for Arabic and Islamic Studies

9 **AJAGBE MRS.**
Association for Formidable Educational Development

10 **TERUNGWA AKAA**
Association for Formidable Educational Development

11 **ABIOLA SANUSI**
EDTECH HUB

12 **DR. JIYA UMAR MOH'D**
All Nigeria Confederation of Principals of Secondary Schools

13 **HAFSAH AMINU**
Quality Education Development Associates

14 **ORJI KANU EMMANUEL**
Association for Formidable Educational Development

15 **PETER BENJAMIN**
Glosy Landers International School (GLIS)

16 **OLUDASA AZEEZ**
Muslim School

17 **EMEDIONG OTU**
Sydani Group

18 **OBI CLEMENTINA**
Nigerian Educational Research and Development Council

19 **AISHATU USMAN BUKAR**
Plan International

20 **MERCY Y. BWALA**
Glisten International Academy

21 **NAOMI YOHANA**
Glisten International Academy

22 **GOLD FATIMAH I.**
FCT Universal Basic Education Board

23 **PETER FUJUNO**
Save the Children International

24 **DR. AYEGBA A.T**
Nigeria Police Force (NPF) Education

25 **CHINDO BITRUS NDEWSON**
Association of Primary School Head Teachers of Nigeria

26 **ABUBAKAR B. M**
Association of Primary School Head Teachers of Nigeria

27 **OKPE SAMUEL**
All Nigeria Confederation of Principals of Secondary Schools

28 **ANTHONY JULIUS**
Nigerian Navy Secondary School

29 **BARRISTER OKOROAFOR OKECHUKWU**
Nigeria Union of Teachers (NUT) Headquarters, Abuja

30 **DOLAPO FATOKI**
ED Consult

31 **EKANEM CHRISTIANA**
Command Primary School

32 **COLLINS CHIOMA GLORIA**
Air Force Girls Comprehensive School, Abuja

33 **RASHEED ADEBESIN**
FCDO-PLANE

34 **MUAZU OMEJI**
Nigerian Tulip International College

35 **ABDUL ABIODUN I.**
Nigerian Tulip International College

36 **JAGU JOHN B**
Association of Primary School Head Teachers of Nigeria

37 **DR JACINTA NGOZI EZEAHURUKWE**
Teachers Registration Council of Nigeria

38 **UGO-ALI LAWRENCE**
Teachers Registration Council of Nigeria

39 **OKUNOLA ABIMBOLA HAMEED**
Teachers Registration Council of Nigeria

40 **DR. WAZIRI MAGAJI**
Teachers Registration Council of Nigeria

41 **ANIEKWE MARY GOZIE**
Teachers Registration Council of Nigeria

42 **NSIMA EDET**
Teachers Registration Council of Nigeria

43 **DR. MARY OGBENE ABAH**
Teachers Registration Council of Nigeria

44 **MACKAY EZE KANU**
Teachers Registration Council of Nigeria

45 **NJOKU CHIBUEZE DAMIAN**
Teachers Registration Council of Nigeria

46 **ADEWUMI OLAYEMI SIMON**
Teachers Registration Council of Nigeria

47 **DR. FRANCES ALIMIGBE**
Teachers Registration Council of Nigeria

48 **OKERE JUDE**
Teachers Registration Council of Nigeria

49 **ABDULLAHI TAIYE TAOFIKAT**
Teachers Registration Council of Nigeria

50 **LINDA JOSHUA**
Teachers Registration Council of Nigeria

51 **IJEOMA OKAFOR**
Teachers Registration Council of Nigeria

ANNEX 4

Glossary of selected terms

TERM	MEANING
AI	Artificial intelligence.
CPD	Continuing professional development.
IEP	Individual Education Plan.
LMS	Learning Management System.
OOSC	Out-of-School Children.
PBL	Project-Based Learning.
QA	Quality Assurance.
SBMC	School-Based Management Committee.
SIMS	School Information Management System.
SSE	School Self-Evaluation.
SUBEB	State Universal Basic Education Board.
TESCOM	Teaching Service Commission.
TRCN	Teachers Registration Council of Nigeria.
UDL	Universal Design for Learning.

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Teachers Registration Council of Nigeria
12 Oda Crescent, Off Aminu Kano Crescent, Wuse II, Abuja
trcn.gov.ng