FEDERAL MINISTRY OF EDUCATION · TEACHERS REGISTRATION COUNCIL OF NIGERIA

Professional Standards for the Teaching Profession in Nigeria

Basic and Secondary Education

REVISED EDITION 2026

Teachers Registration Council of Nigeria
12 Oda Crescent, Off Aminu Kano Crescent, Wuse II, Abuja
trcn.gov.ng/professional-standards/teachers

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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 the Teaching Profession 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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trcn.gov.ng/professional-standards

Contents

Foreword 6

Preface 8

Introduction 9

The Standards at a glance 10

1 Professional Knowledge 11

1. Subject Content Knowledge
2. Pedagogy
3. National Curriculum Requirements
4. Literacy and Numeracy
5. Information and Communications Technology
6. Students' Socio-Economic Background
7. Students' Physio-Psychological Background
8. Emerging Issues in Development and Learning

2 Professional Practice 21

1. Planning
2. Resourcefulness
3. Teaching and Communication
4. Assessment of Learners' Performance
5. Reporting
6. Record Keeping
7. Continuing Teacher Professional Development
8. Health, Safety and Human Rights
9. Learning Environment
10. Team Work and Collaboration

3 Professional Conduct 28

1. Relationship with Learners
2. Relationship with Colleagues
3. Administrative and Academic Leadership
4. Relationship with Parents and Guardians
5. Relationship with Employers

4 Professional Membership Obligations 35

1. Induction of Education Students at Point of Graduation
2. Registration with TRCN
3. Licensing
4. Internship
5. Continuous Professional Development
6. Professional Excellence
7. Professional Commitment
8. Efficiency
9. Precepts
10. Arbitration
11. Community Service
12. Education Laws

Appendix: AI competency framework for teachers 40

Names of contributors 41



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

Foreword

The quality of any education system is fundamentally determined by the quality, competence and commitment of its teachers. Teachers remain at the heart of national development, shaping the intellectual, moral, social and professional capacities of citizens and preparing future generations to contribute meaningfully to society. Consequently, building a strong, competent, ethical and accountable teaching workforce is indispensable to achieving Nigeria's educational aspirations and national development objectives.

The Federal Government recognises that the demands of teaching are continually evolving in response to changes in society, technology, the economy and the global education landscape. The emergence of Artificial Intelligence (AI), digital learning environments, increasing concerns around child protection and safeguarding, learning inequalities, climate change and the growing diversity of learners require teachers to possess not only sound subject knowledge but also the professional competencies, ethical values and practical skills necessary to respond effectively to contemporary educational challenges.

It is against this background that the Teachers Registration Council of Nigeria (TRCN), in furtherance of its statutory mandate to regulate and professionalise teaching in Nigeria, has reviewed the Professional Standards for the Teaching Profession in Nigeria. This review represents an important step towards strengthening the quality, relevance and responsiveness of the teaching profession while aligning professional expectations with contemporary national and international developments in education.

The revised Standards provide a comprehensive framework of professional expectations organised around four interrelated domains: Professional Knowledge, Professional Practice, Professional Conduct and Professional Membership Obligations. These domains establish clear expectations for what teachers should know, how they should practise their profession, the ethical principles that should guide their conduct and their responsibilities as members of a regulated profession.

The four-tier progression framework of Beginner, Proficient, Mentor and Distinguished further provides a structured pathway for professional growth, competence development and career progression.

Particular attention has been given to strengthening expectations around child safeguarding and protection, learners' rights, professional boundaries, confidentiality, prevention of bullying, responsible digital engagement and appropriate reporting and referral procedures.

The Standards also recognise the importance of literacy and numeracy development, multilingual and culturally responsive education, gender equality, inclusive teaching, environmental and climate literacy, teacher wellbeing and educational continuity for learners whose schooling is disrupted by emergencies, insecurity, kidnapping or other circumstances.

These provisions underscore the Government's commitment to ensuring that every learner has access to a safe, inclusive, supportive and effective learning environment. They also reinforce the responsibility of teachers to uphold the dignity and

rights of learners, demonstrate professional integrity and remain accountable for the quality of their practice.

The Standards are, therefore, not merely a statement of professional expectations; they are an instrument for strengthening public confidence in the teaching profession, improving learning outcomes and promoting a culture of continuous professional development, ethical responsibility and excellence. Their effective implementation will require the collective commitment of teachers, school leaders, teacher education institutions, education authorities, professional associations and other relevant stakeholders.

I commend the Teachers Registration Council of Nigeria for its leadership in undertaking this important review and acknowledge the contributions of education stakeholders and professionals whose expertise and constructive engagement have enriched the process.

I urge all teachers and school leaders across the country to familiarise themselves with the revised Standards and make them an integral part of their professional practice. I equally encourage State Governments, education agencies, teacher education institutions and school proprietors to support their implementation through appropriate institutional arrangements, professional development opportunities and effective monitoring mechanisms.

As we continue to pursue the transformation of Nigeria's education system, we must remain resolute in our commitment to building a teaching profession that is competent, respected, accountable and responsive to the needs of our nation and the demands of the future. The future of Nigerian education depends, in no small measure, on the quality of the teachers we prepare, support and empower today.

I am confident that this revised edition of the Professional Standards for the Teaching Profession in Nigeria will serve as a vital instrument for advancing teacher professionalism, strengthening educational quality and securing a brighter future for Nigerian learners.

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



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

Preface

The teaching profession occupies a central position in the development of every nation. The quality of teaching directly influences the quality of learning, the development of human capital and the capacity of a nation to achieve its educational and socio-economic aspirations. In recognition of this critical responsibility, the establishment and continuous strengthening of clear professional standards remain essential to ensuring that teaching in Nigeria is practised with competence, integrity, accountability and a strong commitment to learners' development.

The Teachers Registration Council of Nigeria (TRCN), in fulfilment of its statutory mandate to regulate and professionalize teaching in Nigeria, has undertaken a review of the Professional Standards for the Teaching Profession in Nigeria to ensure that the framework remains relevant, comprehensive and responsive to the evolving demands of education. The review reflects the changing realities of the teaching profession and the need to strengthen the knowledge, skills, values, attitudes and professional responsibilities required of teachers in contemporary Nigerian schools. Note that preparing learners for modern society and work requires cultivating critical thinking, creativity, collaboration, and communication (the 4Cs), not just rote memorisation or content recall. The revised Standards provide a common national framework for defining professional expectations and guiding the development, practice and continuous improvement of teachers across the country. They are structured around four interconnected domains: Professional Knowledge, Professional Practice, Professional Conduct and Professional Membership Obligations. Together, these domains establish the competencies and professional responsibilities expected of teachers at different stages of their careers.

The four-tier progression framework of Beginner, Proficient, Mentor and Distinguished provides a structured pathway for professional growth, recognising that teacher development is a continuous process. It also emphasises the importance of experienced and accomplished teachers in mentoring colleagues, sharing effective practices and contributing to the overall improvement of the profession.

In updating the Standards, particular attention has been given to emerging priorities and contemporary developments in education, including Artificial Intelligence, digital literacy and responsible technology use, inclusive and multilingual education, literacy and numeracy development, equitable assessment, gender equality, environmental and climate education, and teacher wellbeing. The review also strengthens expectations relating to child safeguarding and protection, learners' rights, professional boundaries, confidentiality, prevention of bullying, appropriate reporting and referral procedures, and the protection of learners in both physical and digital learning environments. Furthermore, it recognises the responsibility of teachers and school leaders to support educational continuity and the reintegration of learners whose education has been interrupted by insecurity, kidnapping, displacement, emergencies or other circumstances.

These additions reinforce the understanding that professional competence extends beyond subject knowledge and classroom instruction. Teachers are expected to create safe and inclusive learning environments, respect the dignity and rights of every

learner, demonstrate sound professional judgement, uphold ethical standards and continually adapt their practice to meet the diverse needs of learners.

The Standards are intended to serve multiple purposes. They provide guidance for teacher preparation and professional development; establish benchmarks for assessing professional competence and performance; support mentoring, career progression and continuous professional development; and strengthen the regulatory framework for maintaining professional standards in the teaching profession. They are also intended to guide school leaders, teacher education institutions, education authorities and other stakeholders in promoting quality teaching and effective school leadership.

The effective implementation of these Standards requires the collective responsibility of all stakeholders in the education sector. Teachers must take ownership of their professional growth and demonstrate commitment to the standards expected of their profession. School leaders must create enabling environments that promote professional practice, accountability and continuous learning. Teacher education institutions and relevant education authorities must align their programmes and institutional practices with the expectations established in this framework.

As the professional regulatory body, TRCN remains committed to promoting the adoption and effective implementation of these Standards through registration and licensing, continuing professional development, professional assessment, monitoring and other appropriate regulatory and capacity-building interventions. The Council will continue to work with relevant stakeholders to strengthen professional accountability, enhance public confidence and advance the status of teaching as a respected and essential profession.

I acknowledge and appreciate the Honourable Minister of Education, the Federal Ministry of Education, education stakeholders, professional associations, teacher education institutions, school leaders, practitioners and technical experts whose contributions and support have been valuable to the review process.

I invite all teachers, school leaders and relevant stakeholders to embrace these Standards as a shared professional commitment and practical guide for improving the quality of teaching and learning in Nigeria. Their consistent application will contribute significantly to building a competent, ethical, responsive and highly respected teaching workforce.

It is my sincere expectation that this revised edition will serve as a significant reference for professional excellence, strengthen the regulation of teaching in Nigeria and contribute to the realisation of our national aspiration for an inclusive, equitable and quality education system.

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

Introduction

The 2026 edition is organised around four mutually reinforcing domains:

1. **Professional Knowledge**
   what teachers know and understand
2. **Professional Practice**
   how teachers plan, teach, assess and create safe learning environments
3. **Professional Conduct**
   how teachers uphold ethics, learner rights and professional boundaries
4. **Professional Membership Obligations**
   the responsibilities arising from registration, licensing, continuing professional development, collaboration and service to the profession

Reforms in the 2026 edition of the Standards

The emerging trends in this edition include:

AI · Digital safeguarding · Wellbeing · Equitable assessment · Evidence-informed teaching

These reforms aim to shift classrooms toward learner-centred, competency-driven instruction anchored in critical thinking, collaboration, communication, and creativity, alongside foundational literacy and numeracy.

How to read these Standards

DOMAIN	Domain 1: Professional Knowledge
SUB-THEME	Sub-theme 1: Subject Content Knowledge
STANDARD	1.1 Understand the content of the subjects they teach.
EXPECTED PERFORMANCE	What the standard looks like at each career stage, read left to right

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

The Standards at a glance

Domain 1
Professional Knowledge

1. Subject Content Knowledge (1.1)
2. Pedagogy (1.2–1.4)
3. National Curriculum Requirements (1.5)
4. Literacy and Numeracy (1.6–1.7)
5. Information and Communications Technology (1.8–1.11)
6. Students' Socio-Economic Background (1.12)
7. Students' Physio-Psychological Background (1.13–1.14)
8. Emerging Issues in Development and Learning (1.15–1.19)

Domain 2
Professional Practice

1. Planning (2.1–2.3)
2. Resourcefulness (2.4)
3. Teaching and Communication (2.5–2.7)
4. Assessment of Learners' Performance (2.8–2.10)
5. Reporting (2.11)
6. Record Keeping (2.12)
7. Continuing Teacher Professional Development (2.13–2.14)
8. Health, Safety and Human Rights (2.15–2.17)
9. Learning Environment (2.18–2.19)
10. Team Work and Collaboration (2.20)

Domain 3
Professional Conduct

1. Relationship with Learners (3.1–3.7)
2. Relationship with Colleagues (3.8–3.11)
3. Administrative and Academic Leadership (3.12–3.14)
4. Relationship with Parents and Guardians (3.15–3.16)
5. Relationship with Employers (3.17–3.18)

Domain 4
Professional Membership Obligations

1. Induction of Education Students at Point of Graduation (4.1)
2. Registration with TRCN (4.2)
3. Licensing (4.3)
4. Internship (4.4)
5. Continuous Professional Development (4.5–4.7)
6. Professional Excellence (4.8)
7. Professional Commitment (4.9)
8. Efficiency (4.10)
9. Precepts (4.11–4.12)
10. Arbitration (4.13)
11. Community Service (4.14)
12. Education Laws (4.15)

DOMAIN

1

Professional Knowledge

SUB-THEMES IN THIS DOMAIN

1 Subject Content Knowledge
Standards 1.1

2 Pedagogy
Standards 1.2–1.4

3 National Curriculum Requirements
Standards 1.5

4 Literacy and Numeracy
Standards 1.6–1.7

5 Information and Communications Technology
Standards 1.8–1.11

6 Students' Socio-Economic Background
Standards 1.12

7 Students' Physio-Psychological Background
Standards 1.13–1.14

8 Emerging Issues in Development and Learning
Standards 1.15–1.19

Scan to read Domain 1 online
Filter by your career stage, link to any standard.
trcn.gov.ng/professional-standards/teachers/domain-1

Domain 1 · Professional Knowledge Sub-theme 1: Subject Content Knowledge

1.1 Understand the content of the subjects they teach.

●○○○ BEGINNER

Teachers' knowledge covers all the themes and topics stipulated in the subject curriculum issued by the appropriate curriculum authority.

For instance, a teacher in Basic and Secondary Education levels is expected to demonstrate clear understanding of the subjects, themes and topics in the Basic School Curriculum issued by the Nigerian Educational Research and Development Council (NERDC) and other global standards.

Demonstrate knowledge and understanding of applications of the interrelationships among concepts across all subjects at all level. Demonstrate capacity and interest in self development

●●○○ PROFICIENT

Demonstrate understanding of the themes and topics stipulated in the curriculum of Senior Secondary School Mathematics issued by NERDC, and other global standards.

Demonstrate knowledge and understanding of applications of the interrelationships among concepts across subjects at all level.

Demonstrate understanding of children' learning and assessment and carryout Teaching at the Right Level (TARL).

Demonstrate capacity and interest in self development

●●●○ MENTOR

Demonstrate understanding of their areas of specialisation as prescribed by the Minimum Academic Standards at the national and international levels for the subject.

Demonstrate skills and capacity to train, support and mentor others. Demonstrate clear understanding of differential learning and application of TARL.

Demonstrate capacity to assess learning. Demonstrate capacity and interest in self-development and write reports.

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Demonstrate skills, and knowledge in assessments, evaluation and design of training programmes as prescribed by the Minimum Academic Standards and have advanced knowledge of areas of specialisation based on recent theories and research findings at national and international levels.

Demonstrate capacity and interest in self-development and conduct action research.

Domain 1 · Professional Knowledge Sub-theme 2: Pedagogy

1.2 Know how to teach subject content to their students and related assessment and monitoring strategies.

●○○○ BEGINNER

Demonstrate skills and clear understanding of the general and specialized strategies for teaching, assessing and monitoring students' performance in their subjects.

Demonstrate capacity to develop and utilize relevant instructional materials. Demonstrate capacity to support learners' creativity and innovation through individual, pair and group work.

Demonstrate capacity to utilise technology for teaching and learning. Have clear understanding of the health and nutrition of learners

●●○○ PROFICIENT

Demonstrate clear skills and knowledge of how to utilize different behaviour management strategies to empower learners, classroom management, growth and learner development.

Demonstrate capacity to facilitate learning through learner centred activities Demonstrate clear understanding of how learners learn. Demonstrate understanding of how to work with parents to support student learning

●●●○ MENTOR

Exhibit deep understanding of the strengths and weaknesses of the various strategies most suitable for specific situations.

Demonstrate capacity to identify needs, materials and equipment necessary for a good learning environment and making request to the appropriate manager.

Demonstrate capacity to assess the proficiency of other teachers and provide support and mentoring.

Demonstrate capacity to conduct learning events outside the school through study visits

●●●● DISTINGUISHED

Demonstrate skills and knowledge of innovations and global best practices in the methodologies for project-based teaching, research, assessing and monitoring student performance in their subjects.

Demonstrate capacity to identify needs, support and mentor other teachers

1.2 Know how to teach subject content to their students and related assessment and monitoring strategies.

●○○○ BEGINNER	●●○○ PROFICIENT	●●●○ MENTOR	●●●● DISTINGUISHED
		and excursion to relevant sites	

1.3 Understand how to select Teaching Learning Resource (TLR) for a particular subject

●○○○ BEGINNER	●●○○ PROFICIENT	●●●○ MENTOR	●●●● DISTINGUISHED
Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) from each subject – matter appropriate to aid the effectiveness of teaching and learning of a particular subject. Demonstrate capacity to use appropriate Open Education Resource (OER) Demonstrate skills to use technology for teaching.	Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) from each subject – matter appropriate to aid the effectiveness of teaching and learning of a particular subject.	Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) from each subject – matter appropriate to aid the effectiveness of teaching and learning of a particular subject.	Demonstrate knowledge and understanding of how to select improvised Teaching Learning Resources (TLR) from each subject – matter appropriate to aid the effectiveness of teaching and learning of a particular subject.

1.4 Know how to evaluate learning

●○○○ BEGINNER	●●○○ PROFICIENT	●●●○ MENTOR	●●●● DISTINGUISHED
Demonstrate knowledge and skills of how to evaluate vis-a- vis the objectives to be achieved. (cognitive, Affective and psychomotor domains). Demonstrate skills and understanding of assessment, feedback, monitoring and evaluation of the learner. Demonstrate skills and understanding of the strategies for effective feedback from learners and the entire system. Demonstrate capacity to collect and analyse data on every student.	Demonstrate skills and understanding of how to evaluate vis-a-vis the objectives to be achieved. (cognitive, Affective and psychomotor domains) Demonstrate knowledge and understanding of assessment, feedback, monitoring and evaluation of the learner. Demonstrate skills and understanding the strategies for effective feedback from learners and the entire system. Demonstrate capacity to collect and analyse data on every student.	Demonstrate skills and understanding of how to evaluate vis- a-vis the objectives to be achieved. (cognitive, Affective and psychomotor domains) Demonstrate skills and understanding of assessment, feedback, monitoring and evaluation of the learner. Demonstrate skills and understanding the strategies for effective feedback from learners and the entire system. Demonstrate understanding of how to conduct action research. Demonstrate capacity to identify needs, support and mentor other	Demonstrate skills and understanding of how to evaluate vis-a-vis the objectives to be achieved. (cognitive, Affective and psychomotor domains) Demonstrate skills and understanding of assessment, feedback, monitoring and evaluation of the learner. Demonstrate skills and understanding the strategies for effective feedback from learners and the entire system. Demonstrate understanding of how to conduct action research. Demonstrate capacity to identify needs, support and mentor other

1.5 Understand the national curriculum and international standards.

●○○○ BEGINNER	●●○○ PROFICIENT	●●●○ MENTOR	●●●● DISTINGUISHED
Demonstrate understanding and knowledge of relevant sections of the national curriculum. Demonstrate knowledge of other curriculum areas. Demonstrate knowledge and skills of developing lesson plans based on the curriculum Demonstrate understanding of interdisciplinary relationships with the different subjects.	Demonstrate knowledge and understanding of the assessment requirements for their subject and curriculum areas including requirements of the various national examinations. Demonstrate skills of developing scheme of work based on the curriculum Demonstrate understanding of interdisciplinary relationships with the different subjects.	Demonstrate knowledge and understanding of the sources of national and international statistical and related information needed to assess curriculum performance. Demonstrate knowledge and understanding of each subject in the curriculum and its interdisciplinary relationships with the different subjects. Demonstrate capacity to identify needs, support and mentor teachers	Show in practice how to use national educational statistics and related information to accurately evaluate and improve curriculum implementation. Demonstrate knowledge and understanding of each subject in the curriculum and its inter-disciplinary relationships with the different subjects. Demonstrate capacity to design curriculum

1.6 Understand and demonstrate literacy and numeracy.

●○○○ BEGINNER

Demonstrate competence in how to teach phonics and basic reading and writing skills in English and language of the environment.

Demonstrate capacity to encourage reading of books and writing of short stories.

Demonstrate understanding of the basic operations of addition, subtraction, multiplication, and division as well have general quantitative aptitudes.

Demonstrate knowledge and understanding of how to use learning to promote communicate in real life situation.

Demonstrate knowledge and understanding of the application of quantitative and qualitative reasoning in real life situations. Demonstrate the knowledge and skills of how to teach shapes, objects and measurement

●●○○ PROFICIENT

Exhibit advanced ability to comprehend literature, grammar and syntax; demonstrate how to write essays, compositions, applications, feature article and similar assignments. Display advanced quantitative aptitudes. Display knowledge and understanding of how learning promote communication in real life.

Demonstrate knowledge and understanding of the application of quantitative and qualitative reasoning in real life situations.

●●●○ MENTOR

Display proficiency in written and spoken English and language of classroom instruction. Teachers understand the use of technology to develop data base of their students' activities and reports and related assignments.

Demonstrate knowledge and understanding of how language learning aids total communication in real life.

Demonstrate knowledge and understanding of the application of quantitative and qualitative reasoning in real life situations

●●●● DISTINGUISHED

Display proficiency in written and spoken English and language of classroom instruction in international context. Demonstrate how to use the latest statistical packages to analyse and present research findings and to draw inferences.

Demonstrate knowledge and understanding of how language learning promote communication in real life.

Demonstrate knowledge and understanding of the application of quantitative and qualitative reasoning in real life situations

1.7 Identify and address literacy and numeracy learning gaps.

1.7 **●○○○ BEGINNER**

Use age- and level-appropriate checks to identify learners' strengths and gaps in reading, writing, oral language and basic numeracy; provide explicit foundational instruction and practice.

1.7 **●●○○ PROFICIENT**

Use assessment evidence to group learners flexibly, adapt instruction and provide timely targeted support; monitor progress and adjust teaching where gaps persist.

1.7 **●●●○ MENTOR**

Guide colleagues in selecting diagnostic tools, analysing patterns of need and designing inclusive intervention and enrichment strategies.

1.7 **●●●● DISTINGUISHED**

Lead evidence-informed literacy and numeracy improvement, evaluate impact across classes or schools and share effective approaches.

1.8 Understand the application of modern Information and communication technology for education.

●○○○ BEGINNER

Display understanding of basic computer appreciation and use technology for education.

Demonstrate the use of technology for data collection.

Demonstrate capacity to use technology for self-development. Demonstrate capacity to use technology in giving students tasks.

●●○○ PROFICIENT

Demonstrate capacity of organising virtual classrooms. .

●●●○ MENTOR

Exhibit capacity to identify need, train, support and mentor teachers. Display capacity to conduct academic research using modern technology.

●●●● DISTINGUISHED

Lead a robust relationship with the international academic community using information and communication technology.

Lead actions to give academic work maximum enrichment and visibility to the global community.

1.9 Understand the use of digital technologies for teaching and learning

●○○○ BEGINNER

Demonstrate knowledge and understanding of technological concepts and the benefits of digital technologies to improve teaching and learning in the classroom.

Demonstrate secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use them competently to enhance teaching and learning.

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of digital technologies in teaching and learning.

Demonstrate knowledge and understanding to Implement teaching strategies for using digital technology to expand curriculum learning opportunities for pupils and students.

Demonstrate knowledge and understanding of abuses and addictions to digital technologies.

●●○○ PROFICIENT

Demonstrate knowledge and understanding of technological concepts and the benefits of digital technologies to improve teaching and learning in the classroom.

Demonstrate secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use them competently to enhance teaching and learning.

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of digital technologies in teaching and learning.

Demonstrate knowledge and understanding to Implement teaching strategies for using digital technology to expand curriculum learning opportunities for pupils and students.

Demonstrate knowledge and understanding that will enable learners to make full use of appropriate resources, including digital technologies to support teaching and learning.

●●●○ MENTOR

Demonstrate advanced knowledge and understanding of technological concepts and the benefits of digital technologies to improve teaching and learning and collaborate with colleagues to accumulate resources and knowledge in digital technologies for learning.

●●●● DISTINGUISHED

Lead colleagues in the research and accumulation of resources and researching findings on the application of digital technology to teaching and learning.

1.9 Understand the use of digital technologies for teaching and learning

●○○○ BEGINNER	●●○○ PROFICIENT	●●●○ MENTOR	●●●● DISTINGUISHED
	Demonstrate knowledge and understanding of abuses and addictions to digital technologies.		

1.10 Teachers understand AI benefits, limitations and risks; critically evaluate approved tools for planning, teaching and assessment; retain human responsibility for educational decisions; and protect learner privacy and safety.

1.10 ●○○○ BEGINNER	1.10 ●●○○ PROFICIENT	1.10 ●●●○ MENTOR	1.10 ●●●● DISTINGUISHED
Demonstrate knowledge and Understands AI principles and safeguards Identify basic AI uses in Education Follow data privacy regulations	Critically applies approved tools Select appropriate tools for differentiated	Supports colleagues in safe use Co-creative checklists to be use for evaluation Share best practices for AI use	Leads evaluation and guidance Advise teachers on long term AI literacy strategies Promote AI ethical uses

1.11 Demonstrate digital citizenship and online- safety competence.

1.11 ●○○○ BEGINNER	1.11 ●●○○ PROFICIENT	1.11 ●●●○ MENTOR	1.11 ●●●● DISTINGUISHED
Recognise common online risks, protect personal information and use digital resources respectfully; understand that online information may be inaccurate or misleading.	Teach learners to protect privacy, identify misinformation, verify sources, communicate respectfully and report harmful online conduct; use digital tools lawfully and ethically.	Guide colleagues in responding to online safety concerns, evaluating digital information and integrating responsible digital citizenship into learning.	Lead the development and review of school approaches to digital citizenship, online safety and responsible technology use.

Domain 1 · Professional Knowledge Sub-theme 6: Students' Socio-Economic Background

1.12 Knowledge of the diverse socio-cultural, ethnic and religious backgrounds of students and effects of these factors on learning.

●○○○ BEGINNER

Demonstrate knowledge of the diversity of religions and cultures in Nigeria; the various social-economic and political situations and the effects on learning and the strategies to help each learner to achieve excellent academic results notwithstanding the background Demonstrate the understanding and capacity to treat all children with respect and dignity Understand and demonstrate how to treat each student based on their individual difference.

●●○○ PROFICIENT

Illustrate the best ways to engage learners from specific social backgrounds which give all learners equal educational opportunity.

●●●○ MENTOR

Apply different research methods to gain deeper insight into the nature of social backgrounds, impact on learning and how to deliver the best teaching in all situations.

Demonstrate capacity to identify needs of teachers, train, support and mentor them.

●●●● DISTINGUISHED

Lead researches and findings that yield global best practices in dealing with learners of different backgrounds and use it to advance learning process.

Domain 1 · Professional Knowledge Sub-theme 7: Students' Physio-Psychological Background

1.13 Knowledge of the stages of human development and the physical, social and intellectual implications of each stage.

●○○○ BEGINNER

Illustrate the stages of human development; the impact of the stages on physical, social, and psychological activities of the learner; and how to deal effectively with persons at the various stages of development.

Display knowledge and understanding of effective strategies to help learners engage in self-monitoring of their own development and learning.

●●○○ PROFICIENT

Utilise research methods that can enable them to actively and constructively engage in discovering more about the stages of human development and how to deal with the educational implications of the various stages.

Display knowledge and understanding of effective strategies to help learners engage in self-monitoring of their own development and learning.

●●●○ MENTOR

Utilise advanced knowledge of the stages of human development, implications and strategies for successful Learning.

Apply research findings that have addressed implications of the stages of human development for Nigerian Education and useful strategies. Apply effective strategies to help learners engage in self-monitoring of their own development and learning. Demonstrate capacity to identify needs, train, support and mentor others.

●●●● DISTINGUISHED

Lead on-going knowledge of researches and findings that yield global best practices in dealing with learners at the various stages of human development.

Utilise effective strategies to help learners engage in self- monitoring of their own development and learning.

1.14 Understand how their students learn.

1.14 ●○○○ BEGINNER

Illustrate theories of learning and the learners' individualized approach to learning. Demonstrate the effect of students' aptitudes on learning and the strategies for meeting the needs of each learner.

1.14 ●●○○ PROFICIENT

Correctly identify learners with difficulties and the strategies or avenues open to assisting them.

1.14 ●●●○ MENTOR

Apply individualized instructional strategies that bring out the best potentials in each learner.

Demonstrate capacity to identify needs, train, support and mentor others.

1.14 ●●●● DISTINGUISHED

Lead research and come up with the latest findings dealing with individualized instructions and strategies for assisting learners to attain optimum academic achievements.

Domain 1 · Professional Knowledge Sub-theme 8: Emerging Issues in Development and Learning

1.15 Understand different learning styles

●○○○ BEGINNER

Display knowledge and understanding of the existence of different learning styles for acquiring knowledge (e.g. visual, auditory and Kinaesthetic learning styles)

●●○○ PROFICIENT

Apply knowledge and understanding of the existence of different learning styles for acquiring knowledge (e.g. visual, auditory and Kinaesthetic learning styles)

●●●○ MENTOR

Collaborate with colleagues to advance knowledge and understanding of the existence of different learning styles for acquiring knowledge e.g (visual, auditory and Kinaesthetic learning styles)

Exhibit advanced capacity to identify needs, train, support and mentor others.

●●●● DISTINGUISHED

Model knowledge and understanding of the existence of different learning styles for acquiring knowledge (e.g. visual, auditory and Kinaesthetic learning styles)

1.16 Understand characteristics of learners with learning challenges.

●○○○ BEGINNER

Demonstrate knowledge and understanding characteristics of learners with specific learning challenges:

(i) Psycho-social: example physically challenged and all impairments (ii) Inclusiveness: gender, special health challenge, post-trauma victims etc.

●●○○ PROFICIENT

Apply knowledge and understanding of the characteristics of learners with specific learning challenges:

(i) Psycho-social: example physically challenged and all impairments (ii) Inclusiveness: gender, special health challenge, post- trauma victims etc.

●●●○ MENTOR

Exhibit advanced knowledge and application of the characteristics of learners with specific learning challenges:

(i) Psycho- social: example physically challenged and all impairments

(ii) Inclusiveness: gender, special health challenge, post-trauma victims etc. Demonstrate capacity to identify needs, train, support and monitor others.

●●●● DISTINGUISHED

Model the most appropriate handling of learners with specific learning challenges:

(i) Psycho-social: example physically challenged and all impairments (ii) Inclusiveness: gender, special health challenge, post-trauma victims etc.

1.17 Understand remediation for at-risk learners

1.17 ●○○○ BEGINNER	1.17 ●●○○ PROFICIENT	1.17 ●●●○ MENTOR	1.17 ●●●● DISTINGUISHED
Display knowledge and understanding of procedure for remediation for at-risk learners	Utilise the knowledge and understanding of procedure for remediation for at-risk learners	Collaborate with colleagues to advance for remediation for at- risk learners.	Lead research and improvement programmes

1.18 Apply multilingual and culturally responsive approaches to teaching and learning.

●○○○ BEGINNER	●●○○ PROFICIENT	●●●○ MENTOR	●●●● DISTINGUISHED
Recognise the linguistic and cultural backgrounds of learners; use the approved language(s) of instruction and appropriate examples that respect learners' languages and identities.	Use learners' familiar languages strategically to support comprehension and participation while developing proficiency in the language of instruction; avoid language-based discrimination.	Support colleagues to design culturally responsive and multilingual learning activities and resources that connect curriculum content to learners' contexts.	Promote and evaluate school-wide approaches that value linguistic diversity, strengthen inclusion and improve learning outcomes.

1.19 Demonstrate environmental and climate literacy.

1.19 ●○○○ BEGINNER	1.19 ●●○○ PROFICIENT	1.19 ●●●○ MENTOR	1.19 ●●●● DISTINGUISHED
Explain age-appropriate environmental concepts, including care for the local environment, conservation and responsible use of resources.	Integrate relevant environmental and climate topics into subject teaching and encourage practical, locally relevant actions by learners.	Support colleagues to develop cross- curricular environmental learning activities and assess learners' understanding and participation.	Lead or contribute to evidence-informed school and community initiatives that strengthen environmental literacy and sustainability.

DOMAIN

2

Professional Practice

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SUB-THEMES IN THIS DOMAIN

1 Planning
Standards 2.1–2.3

2 Resourcefulness
Standards 2.4

3 Teaching and Communication
Standards 2.5–2.7

4 Assessment of Learners' Performance
Standards 2.8–2.10

5 Reporting
Standards 2.11

6 Record Keeping
Standards 2.12

7 Continuing Teacher Professional Development
Standards 2.13–2.14

8 Health, Safety and Human Rights
Standards 2.15–2.17

9 Learning Environment
Standards 2.18–2.19

10 Team Work and Collaboration
Standards 2.20

Domain 2 · Professional Practice Sub-theme 1: Planning

2.1 Planning learning programmes.

2.1 ●○○○ BEGINNER	2.1 ●●○○ PROFICIENT	2.1 ●●●○ MENTOR	2.1 ●●●● DISTINGUISHED
Plan learning programme by articulating all the requirements for the successful delivery of the specific topics and ensuring that they are met and should clearly show progression across age and general ability of learners.	Design education programmes that clearly show progression across age and general ability of learners.	Take cognizance of need for both curricular and co-curricular activities and provide for classroom and out of class learning experiences.	Lead ideas in the best strategies for planning, organizing and forecasting learning programmes and outcomes.

2.2 Planning teaching and learning goals.

2.2 ●○○○ BEGINNER	2.2 ●●○○ PROFICIENT	2.2 ●●●○ MENTOR	2.2 ●●●● DISTINGUISHED
Display creativity in planning topics ahead of the delivery and set out clearly goals and objectives the lesson must achieve.	Adapt creatively lesson plans to classroom as well as homework objectives and goals.	Assist colleagues in planning and adapting lesson objectives to general educational goals.	Model the art of framing learning goals and objectives that best achieve overall curriculum goals.

2.3 Selection and organisation of content with preparation of lesson notes

2.3 ●○○○ BEGINNER	2.3 ●●○○ PROFICIENT	2.3 ●●●○ MENTOR	2.3 ●●●● DISTINGUISHED
Select appropriate content and state the sequences of delivery using suitable written lesson plans and lesson notes.	Display advanced skill at content selection and statement of the sequences of delivery evidenced by suitable written lesson plans and lesson notes.	Display versatile in the articulation of various forms of lesson plans and notes that suit several purposes and topics of the teaching subject.	Lead the development of lesson plans and notes that reflect the best trends around the world.

Domain 2 · Professional Practice Sub-theme 2: Resourcefulness

2.4 Selection, development and use of instructional resources.

2.4 ●●○○ BEGINNER – PROFICIENT	2.4 ●●●○ MENTOR	2.4 ●●●● DISTINGUISHED
Select and collect appropriate instructional materials and resources; improvise. Use appropriate instructional material and resources demonstrate and apply technology in education	Apply advanced computer and technology aided resources in teaching.	Model excellent skills in the application of modern technology to teaching and learning.

Domain 2 · Professional Practice Sub-theme 3: Teaching and Communication

2.5 Effective communication and classroom interaction with students.

●○○○ BEGINNER
Use effectively spoken languages gesture symbol signs, skilful questioning and other strategies that promotes participatory learning and concise understanding of the learner

●●○○ PROFICIENT
Demonstrate advanced ability to effectively pass information to learners and to understand precisely expressions of opinions and feelings of the learner.

●●●○ MENTOR
Teach and motivate colleagues to develop excellent writing and speech skills that distinguish them in groups and make them popular choice when the need for public speaker arises.

●●●● DISTINGUISHED
Model communication expertise - excellence in the language of instruction and a master of the art classroom information management and public speech.

2.6 Student grouping.

2.6 ●○○○ BEGINNER
Utilize various grouping techniques and group exercises and projects to elicit effective participation and boost learning by students.

2.6 ●●○○ PROFICIENT
Development and implement skills to deepen student grouping and use increasing teaching experiences to continually improve the performance of learners.

2.6 ●●●○ MENTOR
Engage in research to discover and apply very sound knowledge of group dynamics and the application of the most effective strategies for group and collaborative work among learners.

2.6 ●●●● DISTINGUISHED
Lead the discovery and application of the latest scientific breakthroughs and research findings in group dynamics to elicit learner enthusiasm and track record learning outcomes.

2.7 Teaching strategies.

2.7 ●○○○ BEGINNER
Apply several teaching strategies including excursion; project; demonstration; problem solving etc.

2.7 ●●○○ PROFICIENT
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.

2.7 ●●●○ MENTOR
Devise effective mix of lecture and other teaching strategies including project, problem-solving, field trip, demonstration, seminar, etc to promote learning.

2.7 ●●●● DISTINGUISHED
Inspire teachers to utilize appropriate state of the art lesson delivery; strategies that may be obtained in anywhere in the world based on international best practices.

Domain 2 · Professional Practice Sub-theme 4: Assessment of Learners' Performance

2.8 Development and administration of assessment that are reliable and valid and directly related to the subject content to ascertain periodically the progress of learners

●○○○ BEGINNER
Assess knowledge, skills and values of learners in their subjects using formative, summative

●●○○ PROFICIENT
Raise the aptitudes and motivation of learners towards regular academic assessment and

●●●○ MENTOR
Make testing a collaborative activity between the teacher and learners in which both

●●●● DISTINGUISHED
Institutionalize testing and inspire learners towards effective self- evaluation.

2.8 Development and administration of assessment that are reliable and valid and directly related to the subject content to ascertain periodically the progress of learners

●○○○ BEGINNER
and observation strategies in enhancing the learning outcome at least thrice in a term.

●●○○ PROFICIENT
assist learners to see testing as necessary part of learning.

●●●○ MENTOR
enthusiastically participate in determining the nature and success.

●●●● DISTINGUISHED

2.9 Clinical assistance to students.

2.9 **●○○○ BEGINNER**
Demonstrate ability to identify different categories of learners' needs and provide remedial measures such as professional counselling, extra time etc. to handle such needs.

2.9 **●●○○ PROFICIENT**
Give extra time and special attention to assisting learners with slow progress or deficient in the subject.

2.9 **●●●○ MENTOR**
Extend teaching beyond classrooms in forms of projects, home-work, professional counselling and even occasional visitation to students with special needs.

2.9 **●●●● DISTINGUISHED**
Model expertise in the management of learners with special needs.

2.10 Use fair, inclusive and evidence- informed assessment.

2.10 **●○○○ BEGINNER**
Use assessment methods aligned with learning objectives and provide learners with clear instructions and fair opportunities to demonstrate learning.

2.10 **●●○○ PROFICIENT**
Use varied and accessible assessment methods; make reasonable adjustments where required; identify bias or barriers and use assessment evidence to adapt teaching and feedback.

2.10 **●●●○ MENTOR**
Moderate assessment practices with colleagues, support consistent standards and guide the use of assessment evidence to address disparities in learner progress.

2.10 **●●●● DISTINGUISHED**
Lead review of assessment quality and equity, using evidence to improve reliability, validity, accessibility and learning outcomes.

Domain 2 · Professional Practice Sub-theme 5: Reporting

2.11 Providing feedback to students, parents, guardians and other stakeholders.

2.11 **●○○○ BEGINNER**
Provide feedback to students, parents and guardians to monitor and ascertain progress in the learning process.

2.11 **●●○○ PROFICIENT**
Engage students, in meaningful dialogue regarding their performance and factors responsible for level of performance, identifying areas of possible improvement.

2.11 **●●●○ MENTOR**
Take steps to assist learners overcome obstacles revealed by assessments and dialogues following such assessments.

2.11 **●●●● DISTINGUISHED**
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.

Domain 2 · Professional Practice Sub-theme 6: Record Keeping

2.12 Maintaining records of students' performance in acceptable formats, storage and retrieval systems.

●○○○ BEGINNER
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.

●●○○ PROFICIENT
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.

●●●○ MENTOR
Aspire to master and adopt advanced forms of record keeping and to improve their record keeping skills and practices from time to time.

●●●● DISTINGUISHED
Lead colleagues towards global best practices in the use of virtual (electronic) strategies to acquire, analyse, store, report and disseminate student records as well as receive appropriate feedback.

Domain 2 · Professional Practice Sub-theme 7: Continuing Teacher Professional Development

2.13 Teachers' development needs.

2.13 **●○○○ BEGINNER**
Periodically carry out self-assessment and come up with development opportunities available to remedy identified weakness.

2.13 **●●○○ PROFICIENT**
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.

2.13 **●●●○ MENTOR**
Engage in research to discover and adopt best practices available in the profession.

2.13 **●●●● DISTINGUISHED**
Lead turn-around strategies for colleagues, schools and the education sector in areas and issues that require improvement.

2.14 Promote teacher wellbeing and sustainable professional workload.

●○○○ BEGINNER
Recognise the importance of personal wellbeing, safe working practices, professional support and appropriate boundaries between work and personal time.

●●○○ PROFICIENT
Plan and prioritise work responsibly, seek support when workload or wellbeing concerns affect professional effectiveness, and contribute to a respectful and supportive working environment.

●●●○ MENTOR
Encourage collegial support, share manageable practices and raise systemic workload or wellbeing concerns through appropriate channels.

●●●● DISTINGUISHED
Contribute to school or system-level approaches that promote staff wellbeing, safe working conditions and sustainable workload while maintaining professional standards.

2.15 National and international laws and education policies concerning Human and Child's Rights, fundamental human rights, rule of law and safety and appropriate learning environment.

●○○○ BEGINNER
Take cognizance of all relevant health, safety and human rights issues provided in several organisational, national and international laws and education policies while dealing with learners.

●●○○ PROFICIENT
Demonstrate awareness of the cases and situations of child abuse and take appropriate remedial action.

●●●○ MENTOR
Implement first aid procedures, and seek professional advice and counselling for learners whose health, safety and human rights have been compromised.

●●●● DISTINGUISHED
Engage the relevant authorities to sustain versatile knowledge and practices, and disseminate and monitor compliance of the relevant educational laws and policies on health, safety and human rights by teachers.

2.16 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.

●○○○ BEGINNER
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.

●●○○ PROFICIENT
Deepen the strategies for identification and handling of special learners in the school system

●●●○ MENTOR
Assist the school to implement advanced programmes for identifying talented and gifted learners; and taking responsibility for treating the learners appropriately and linking them up with special persons and institutions that deal with such cases.

●●●● DISTINGUISHED
Play leadership role in the identification and nurturing of talented and gifted learners.

2.17 Recognise, respond to and report safeguarding concerns.

●○○○ BEGINNER
Recognise indicators of abuse, neglect, exploitation, bullying, discrimination, self-harm or other threats to learner safety; listen calmly, take concerns seriously, avoid making promises of secrecy and report promptly through the designated school procedure.

●●○○ PROFICIENT
Follow safeguarding and referral procedures; record and share factual information only with authorised persons; maintain appropriate professional boundaries in person and online; take immediate steps within role to reduce risk and seek specialist support when required.

●●●○ MENTOR
Support colleagues to apply reporting, documentation, confidentiality and referral procedures consistently; help coordinate appropriate support without investigating allegations beyond one's role.

●●●● DISTINGUISHED
Promote a safeguarding culture, review implementation and ensure that concerns are escalated to the appropriate school authorities and statutory or specialist services in accordance with applicable procedures and law.

Domain 2 · Professional Practice Sub-theme 9: Learning Environment

2.18 Creating and sustaining exciting learning situations based on excellent classroom management and leadership skills

●○○○ BEGINNER
Apply excellent classroom management and leadership skills. Create exciting classroom atmosphere that empowers learner participation, confidence in instructional processes, discipline, and accomplishment of learning objectives by students with minimum supervision.

●●○○ PROFICIENT
Make discipline and conscientiousness the foundation of classroom environment and thereby promote purposefulness and independent study among learners.

●●●○ MENTOR
Create self-learning environments and empower learners to seize all learning opportunities wherever they may be found – in and out of the classroom.

●●●● DISTINGUISHED
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.

2.19 Support educational continuity when schooling is interrupted.

●○○○ BEGINNER
Identify learners affected by displacement, insecurity, kidnapping, emergencies, illness or other disruptions and communicate concerns through appropriate school channels.

●●○○ PROFICIENT
Provide or support safe, flexible and age-appropriate learning arrangements, including catch-up learning, continuity materials and reasonable adjustments for returning learners; protect learners' privacy and dignity.

●●●○ MENTOR
Coordinate with colleagues, school leaders, families and relevant support services to plan reintegration and address learning loss and psychosocial needs within professional competence.

●●●● DISTINGUISHED
Support school-level continuity and recovery plans, including referral and reintegration arrangements, and evaluate measures that help affected learners return to safe and sustained education.

Domain 2 · Professional Practice Sub-theme 10: Team Work and Collaboration

2.20 Working as team members.

2.20 ●○○○ BEGINNER
Seize relevant opportunities to work with colleagues. Practise team research and team teaching.

2.20 ●●○○ PROFICIENT
Give and receive couching and mentoring from colleagues. Create enabling environment for charismatic leadership and promote the culture of collective responsibility.

2.20 ●●●○ MENTOR
Jointly executive projects and researches, publish scholarly papers, organize conferences and workshops and deliver lectures for both their students, local and international audiences.

2.20 ●●●● DISTINGUISHED
Model charismatic team leadership, and creating bonds among colleagues that may lead to globally renowned team research findings, publications and other scholarly works.

DOMAIN

3

Professional Conduct

SUB-THEMES IN THIS DOMAIN

1 Relationship with Learners
Standards 3.1–3.7

2 Relationship with Colleagues
Standards 3.8–3.11

3 Administrative and Academic Leadership
Standards 3.12–3.14

4 Relationship with Parents and Guardians
Standards 3.15–3.16

5 Relationship with Employers
Standards 3.17–3.18

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3.1 Teachers honour learners' rights and dignity. Teachers have empathy for learners Teachers maintain confidentiality of learners' personal information. Teachers do not administer corporal punishment on learners. Teachers put their ideological beliefs and influences under guard when dealing with learners.

●●○○ BEGINNER – PROFICIENT

Show respect for the learner's right and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age, etc. Show maximum consideration for the feelings and circumstances of learners. Protect information about learners given in confidence except by law or in the interest of the learner, parents/guardians or in public interest. Avoid the administration of corporal punishment learners.

●●●○ MENTOR

Engage in research to discover and improve teacher- learner relationship.

●●●● DISTINGUISHED

Model best practices in relationship with learners. Initiate and lead programmes that create the best possible teacher student relationship.

3.2 Uphold professional boundaries, equality and digital conduct.

●●○○ BEGINNER – PROFICIENT

Treat every learner fairly and respectfully regardless of sex, gender, disability, language, ethnicity, religion, social or economic background; maintain appropriate boundaries and avoid private or secretive interactions that place learners at risk.

●●●○ MENTOR

Guide colleagues on professional boundaries, non- discrimination, privacy, appropriate digital communication and the handling of boundary concerns.

●●●● DISTINGUISHED

Model and promote an accountable culture of equality, dignity, privacy and professional conduct, and ensure concerns are addressed through established procedures.

3.3 Responsibility for educational programmes.

3.3 **●○○○ BEGINNER**

Take responsibility for diagnosing, advising, prescribing implementing and evaluating subjects, courses and educational programmes and instructions placed under their care and shall not delegate these functions to other persons except in limited cases and with their direct supervision.

3.3 **●●○○ PROFICIENT**

Participate in the implementation of educational programme

3.3 **●●●○ MENTOR**

Direct the implementation of educational programme

3.3 **●●●● DISTINGUISHED**

Lead the implementation of educational programme

3.4 Sexual and related issues

3.4 ●○○○ **BEGINNER**
Avoid use of position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug trafficking and addiction, and other related vices.

3.4 ●●○○ **PROFICIENT**
Identify likely breaches and take preventive steps.

3.4 ●●●○ **MENTOR**
Motivate colleagues to develop virtues that promote respect to learners' privacy and self-dignity.

3.4 ●●●● **DISTINGUISHED**
Lead improvement of the checks and balances that protect learners' privacy and self- dignity.

3.5 Disassociation with Corruption and illegal learner groups

●○○○ **BEGINNER**
Demonstrate honesty and transparency in financial and related transactions. Bring to the notice of authorities any illegal student organisation existing in the school, or any demeanour by learners deemed by law or public morality to be inimical to social and moral order of society such as secret cults, gay associations, etc

●●○○ **PROFICIENT**
Identify and caution others against these vices and give maximum co-operation to relevant authorities to eradicate them.

●●●○ **MENTOR**
Collaborate with colleagues to develop strategies to advance the honesty and transparency among teachers and good conduct among students.

●●●● **DISTINGUISHED**
Lead the implementation of best practices. Serve as role model to learners, showing high degree of honesty and transparency, as well as decency in speech, mannerism, discipline, dressing and general performance of roles.

3.6 Inspire discipline among learners.

3.6 ●○○○ **BEGINNER**
Demonstrate good management of learner behaviour

3.6 ●●○○ **PROFICIENT**
Apply advanced strategies for behaviour management.

3.6 ●●●○ **MENTOR**
Inspire learners to behave in a civil and disciplined manner.

3.6 ●●●● **DISTINGUISHED**
Model best behaviour and lead improvement programmes for learner behaviour.

3.7 Prevent and respond appropriately to bullying and harmful conduct.

●○○○ **BEGINNER**
Recognise bullying, cyberbullying, intimidation, harassment and exclusion; intervene safely when appropriate and report incidents through school procedures.

●●○○ **PROFICIENT**
Respond promptly and proportionately, protect affected learners from further harm, document and report incidents, and avoid retaliation, public shaming or victim- blaming.

●●●○ **MENTOR**
Support consistent, restorative and learner-centred responses; help colleagues identify patterns and refer cases requiring specialist intervention.

●●●● **DISTINGUISHED**
Promote school- wide prevention, reporting and response arrangements, monitor patterns and ensure that responses are consistent with learner rights and applicable policies.

3.8 Mutual respect and esprit de corps among teachers. Zero tolerance for social discrimination.

●○○○ BEGINNER

Share relationship that is mutually beneficial and aimed at uplifting the profession to the highest level. Cooperate with one another to achieve professional goals. Seek assistance from colleagues in tasks beyond their management or professional ability when necessary. Junior teachers have respect for their seniors in both formal and informal contacts, and show willingness to learn from them. Teachers should not make derogatory remarks on one another or undermine the integrity of colleagues in any circumstance.

●●○○ PROFICIENT

Maintain and promote mutual relationship with colleagues

●●●○ MENTOR

Develop strategies for team spirit and collaboration.

●●●● DISTINGUISHED

Demonstrate team leadership and inspire colleagues to advance their joint programmes and projects.

3.9 High integrity.

●○○○ BEGINNER

Demonstrate honesty, integrity and trustworthiness in all conducts. Avoid touting. canvassing for clients and plagiarism.

Teachers relate equally with all colleagues irrespective of religion, culture, race, gender, political inclination, etc. Teachers should not use dubious or unethical means such as deception, misinformation, etc, to take away clients and learners of colleagues. Teachers should not unduly advertise themselves in order to gain undue advantage over colleagues or to suggest that they possess extra-ordinary knowledge and skills which they do not actually have.

●●○○ PROFICIENT

Identify behaviours that tend to fail the integrity test and seek solution.

●●●○ MENTOR

Collaborate with colleagues to develop self-improvements in behaviour

●●●● DISTINGUISHED

Model best practices and assist colleagues that require counselling and professional intervention.

3.10 Respect for copyright laws

3.10 ●●●● ALL CAREER STAGES

Recognize and respect copyright laws regarding the work and contributions of colleagues and other scholars.

3.11 Maintenance of law and order

3.11 ●○○○ BEGINNER

Resolve differences with colleagues internally.

3.11 ●●○○ PROFICIENT

Utilize wisdom, experience and commitment to the profession in assisting colleagues to amicably settle disputes.

3.11 ●●●○ MENTOR

Contribution to the body of knowledge and practices amicable resolution of misunderstandings among colleagues.

3.11 ●●●● DISTINGUISHED

Model good behaviour and play leadership role in conflict resolution and creating good relations among colleagues.

Domain 3 · Professional Conduct Sub-theme 3: Administrative and Academic Leadership

3.12 Inspiring and motivating subordinates to have very pleasant and charismatic personality and being objective in the discharge of duties.

●○○○ BEGINNER

Demonstrate effective leadership traits towards all including subordinates through exemplary character or behaviour. Showing unalloyed commitment official responsibilities.

●●○○ PROFICIENT

Apply knowledge of good leadership styles in the day-to-day discharge of responsibilities.

●●●○ MENTOR

Give necessary incentives to colleagues and learners to empower them to advance in their personal, learning and professional goals.

●●●● DISTINGUISHED

Exhibit charisma, foresight, justice, empathy, self-respect, selflessness, honesty, consistency, moral uprightness, etc in discharge of responsibilities. Lead improvements in the leadership capacity of colleagues and the school in general.

3.13 Democratic decision making, contributing to academic development, ensuring all round development of learners and serving as vanguards against examination misconduct

●○○○ BEGINNER

Demonstrate good knowledge of the democratic culture and practices in schools. Demonstrate the implications of all-round development of learners. Demonstrate knowledge of the damages done to any education system by examination malpractice and strategies to curb it.

●●○○ PROFICIENT

Keep abreast of developments in theory and practice in schools, all-round development of learners, and strategies for elimination of examination malpractices.

●●●○ MENTOR

Promote democratic leadership styles in the school and improve capacity of colleagues to appreciate and abide by democratic values.

●●●● DISTINGUISHED

Model democratic values, and create opportunities to give voice to all colleagues and learners in the school. Leading the enhancement of all- round development of learners. Lead improvement programmes in the integrity of examinations and showcase best practices in curbing examination malpractice.

3.14 Establish and maintain safeguarding leadership and referral arrangements.

●○○○ BEGINNER
Where assigned a leadership responsibility, know the school's designated safeguarding lead, reporting route, emergency contacts and referral arrangements.

●●○○ PROFICIENT
School leaders designate and communicate safeguarding roles, ensure staff know how to report concerns, maintain secure records and establish referral links with appropriate child-protection, health, psychosocial and other specialist services.

●●●○ MENTOR
Support the implementation, review and improvement of safeguarding procedures; provide or arrange staff orientation and ensure cases are escalated appropriately.

●●●● DISTINGUISHED
Provide strategic oversight of safeguarding arrangements, monitor implementation, address gaps in capacity and ensure accountability, coordination and periodic review.

Domain 3 · Professional Conduct Sub-theme 4: Relationship with Parents and Guardians

3.15 Respect the right of parents and guardians to information on their children and wards.

●○○○ BEGINNER
Provide parents/guardians with all relevant information about activities, progress and problems concerning their children/wards as and when required. Participate in PTA and school-based activities. Communicate regularly with parents and guardians. Treat parents/guardians with utmost respect and courtesy.

●●○○ PROFICIENT
Collaborate with colleagues to advance the relationship between teachers and parents/guardians.

●●●○ MENTOR
Play vital role in the organisation of parent-teacher engagements and meetings and assist in creating a robust relationship between parents and the school.

●●●● DISTINGUISHED
Model excellent relationship with parents and guardians and lead improvement programmes to advance teacher- parents' relationships.

3.16 Self-respect

3.16 ●○○○ BEGINNER
Avoid gifts, favour, and hospitality from parents and guardians that may lead to undeserved favour to their children/wards in the performance of duties.

3.16 ●●○○ PROFICIENT
Display sensitivity to situations that may compromise personal and professional self-respect.

3.16 ●●●○ MENTOR
Initiate enlightenment programmes to raise awareness and build capacity of teachers to earn maximum respect for self.

3.16 ●●●● DISTINGUISHED
Model best practices in self-respect and lead capacity building initiatives for colleagues to enhance their self-respect.

3.17 Professional independence, Teachers stick to their areas of professional competence.

●○○○ BEGINNER
Seek to perform only tasks within professional competences. Strive to fulfil contractual obligations and to render services in accordance with the terms of the contracts or the law binding the engagement.

●●○○ PROFICIENT
Display excellent knowledge of the concept of professional independence as well as awareness of tasks beyond one's competence. Show good understanding of contractual terms and their implications.

●●●○ MENTOR
Motivating colleagues to appraise professional independence vis-a-viz competences in various situations. Creating opportunities for thoroughly examining contract terms and their implications.

●●●● DISTINGUISHED
Leading colleagues to appreciate global best practices in professional independence and issues of competences. Modelling good conduct related to contractual matters.

3.18 Fair remuneration; Teachers as advisers

●○○○ BEGINNER
Seek payments that are commensurate to services as obtainable in the teaching profession within the local/national environment. Respect agreements reached between unions and other parties.

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

●●○○ PROFICIENT
Work jointly with colleagues to understand and take proper actions with respect of any issues involved in the respects outlined in this standard.

●●●○ MENTOR
Initiate sensitisation programmes to build the capacity of colleagues in respect of these issues.

●●●● DISTINGUISHED
Provide national and global best practices and demonstrate some of these in real life situations.

DOMAIN

4

Professional Membership Obligations

SUB-THEMES IN THIS DOMAIN

1 Induction of Education Students at Point of Graduation
Standards 4.1

2 Registration with TRCN
Standards 4.2

3 Licensing
Standards 4.3

4 Internship
Standards 4.4

5 Continuous Professional Development
Standards 4.5–4.7

6 Professional Excellence
Standards 4.8

7 Professional Commitment
Standards 4.9

8 Efficiency
Standards 4.10

9 Precepts
Standards 4.11–4.12

10 Arbitration
Standards 4.13

11 Community Service
Standards 4.14

12 Education Laws
Standards 4.15

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Domain 4 · Professional Membership Obligations Sub-theme 1: Induction of Education Students at Point of Graduation

4.1 Induction by TRCN at the point of graduation.

4.1 ●○○○ BEGINNER
Inducted at point of graduation.

4.1 ●●○○ PROFICIENT
Deepen the lessons learnt from induction and strive to build a true professional career.

4.1 ●●●○ MENTOR
Support colleagues to meet professional requirements and appreciate the benefits of professionalism.

4.1 ●●●● DISTINGUISHED
Inspire colleagues to meet their induction oath, and lead initiatives that complement the induction of teachers.

Domain 4 · Professional Membership Obligations Sub-theme 2: Registration with TRCN

4.2 Registration with TRCN in accordance with the provisions of the TRCN Act 31 of 1993.

4.2 ●●●● ALL CAREER STAGES
Registered with TRCN and categorize every five years.

Domain 4 · Professional Membership Obligations Sub-theme 3: Licensing

4.3 Payment of annual TRCN subscription and possession of up-to-date teaching license.

4.3 ●●●● ALL CAREER STAGES
Pay dues annually and have valid teaching license issued by TRCN that is renewable every three years.

Domain 4 · Professional Membership Obligations Sub-theme 4: Internship

4.4 Participation of fresh graduates in internship programmes organized by TRCN in accordance with the National Teacher Policy (2025)

4.4 ●○○○ BEGINNER
Undertake two-year (for NCE) and one-year (for B.Ed.) internship programme supervised by TRCN.

4.4 ●●○○ PROFICIENT
Co-operate with TRCN and other stakeholders by giving support for teachers under internship.

4.4 ●●●○ MENTOR
Co-operate with TRCN and other stakeholders to facilitate and enrich the internship programmes and by serving as mentors.

4.4 ●●●● DISTINGUISHED
Initiate best practices and lead the implementation of internship best practices.

Domain 4 · Professional Membership Obligations Sub-theme 5: Continuous Professional Development

4.5 Determining capacity building needs.

4.5 ●○○○ BEGINNER
Evaluate annually own abilities using reports of the Annual Performance Evaluation Form, competency tests, peer reviews, etc. and come out with a written plan of action for self-development.

4.5 ●●○○ PROFICIENT
Provide support to colleagues in the implementation of self-development plan while ensuring that their own capacity building needs are adequately addressed.

4.5 ●●●○ MENTOR
Provide mentoring support to colleagues to enable them attain professional development needs.

4.5 ●●●● DISTINGUISHED
Model the best practices in professional development. Lead colleagues to widen their professional learning opportunities and connections.

4.6 Continuous improvement of professional knowledge, skills, values, attitudes and conduct.

4.6 ●○○○ BEGINNER
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.

4.6 ●●●● PROFICIENT – DISTINGUISHED
Meet the TRCN requirements for minimum CPD credits and assist teachers under them to do so.

4.7 Variety of professional development opportunities.

4.7 ●○○○ BEGINNER
Show evidence of having attended TRCN and other stakeholders and self- development activities in the last one year

4.7 ●●●● PROFICIENT – DISTINGUISHED
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.

Domain 4 · Professional Membership Obligations Sub-theme 6: Professional Excellence

4.8 Highest professional standards, honour and integrity of the profession.

●●○○ BEGINNER – PROFICIENT
Show evidence of outstanding publication, research, teaching, awards, or other official, community or public recognition given to them in the last three years.

●●●● MENTOR – DISTINGUISHED
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.

Domain 4 · Professional Membership Obligations Sub-theme 7: Professional Commitment

4.9 Enduring commitment to the profession.

4.9 ●●○○ BEGINNER – PROFICIENT

Give maximum attention and responsibility to the profession, aspiring to make a successful career within the profession, and taking pride in the profession.

4.9 ●●●● MENTOR – DISTINGUISHED

Give paramount attention to all matters concerning the profession and remain committed to a career in teaching.

Domain 4 · Professional Membership Obligations Sub-theme 8: Efficiency

4.10 Efficiency

4.10 ●●○○ BEGINNER – PROFICIENT

Render efficient and cost-effective professional service at all times.

4.10 ●●●● MENTOR – DISTINGUISHED

Render the highest possible educational services in the country or internationally, whether in the area of teaching, administration or supervision.

Domain 4 · Professional Membership Obligations Sub-theme 9: Precepts

4.11 Engage in reflective practice, collaboration and professional learning.

●●○○ BEGINNER – PROFICIENT

Reflect on teaching and learner progress, identify development needs and participate in relevant professional learning and collegial activities.

●●●● MENTOR – DISTINGUISHED

Maintain evidence of professional learning, apply feedback and learning to improve practice, collaborate with colleagues and contribute to a professional learning community.

4.12 Dedication to work.

4.12 ●●○○ BEGINNER – PROFICIENT

Dedicated and faithful in all professional undertakings being punctual, thorough, conscientious and dependable.

4.12 ●●●● MENTOR – DISTINGUISHED

Demonstrate evidence of industry and commitment to set educational goals and targets.

Domain 4 · Professional Membership Obligations Sub-theme 10: Arbitration

4.13 Loyalty to professional regulatory authority.

4.13 ●●○○ BEGINNER – PROFICIENT
Submit to the summons and arbitration of the Teachers Investigation Panel and Teachers Tribunal whenever the need arises.

4.13 ●●●● MENTOR – DISTINGUISHED
Extol mechanisms, policies and programmes of their professional regulatory body and give all necessary moral support to sustain it.

Domain 4 · Professional Membership Obligations Sub-theme 11: Community Service

4.14 Community building.

4.14 ●●○○ BEGINNER – PROFICIENT
Play active part in community development.

4.14 ●●●● MENTOR – DISTINGUISHED
Teachers provide solutions to community problems that endear them to the people.

Domain 4 · Professional Membership Obligations Sub-theme 12: Education Laws

4.15 Obedience to education laws.

●●○○ BEGINNER – PROFICIENT
Demonstrate awareness of and observe all the necessary education laws guiding the teaching profession, the operation of educational institutions and the education system as a whole.

●●●● MENTOR – DISTINGUISHED
Serve as vanguards of educational laws and policies and work collaboratively with appropriate educational authorities to check their violation and to prosecute offenders.

APPENDIX

AI competency framework for teachers

The AI competency framework for teachers provides a global reference for preparing educators to engage effectively and ethically with AI. The framework identifies five aspects, across which it identifies 15 competencies, organized into three progression levels.

ASPECT	COMPETENCIES LEVEL 1 ACQUIRE	COMPETENCIES LEVEL 2 DEEPEN	COMPETENCIES LEVEL 3 CREATE
Human-centred mindset	Human agency: Understanding that AI is human-led and prioritising human autonomy	Human accountability: Demonstrating responsibility in the deployment and use of AI	Social responsibility: Actively participating in building inclusive AI societies and promoting human welfare
Ethics of AI	Ethical principles: gaining a basic understanding of issues like data privacy and human rights	Safe and Responsible use: internalizing rules for data privacy and intellectual property	Co-creating ethical rules: Leading discussions and contributing to the development of ethical standards
AI foundations and application	Basic AI techniques and applications: Understanding how AI models are trained and their functions	Application skills: Proficiently operating various technologies and understanding data/algorithms	Creating with AI: customizing or modifying AI toolkits to address local educational challenges
AI pedagogy	AI-assisted teaching: Identifying and leveraging AI to facilitate lesson planning and assessment	AI-pedagogy integration: Designing student-centred practices that foster critical thinking and engagement	AI-enhanced pedagogical transformation: Exploring innovative practices and leveraging data for pedagogical innovation
AI for professional development	AI-enabling lifelong professional learning: Using AI to assess personal learning needs and personalize pathways	AI to enhance organizational learning: Utilizing AI tools for collaborative participation in learning communities	AI to support transformation: Synthesizing AI tools to meet the evolving needs of professional communities

The framework is intended to guide national policies, teacher education and professional development programmes while promoting human agency, teachers' rights and sustainable education practices.

Adapted from UNESCO, AI competency framework for teachers (2024).

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