

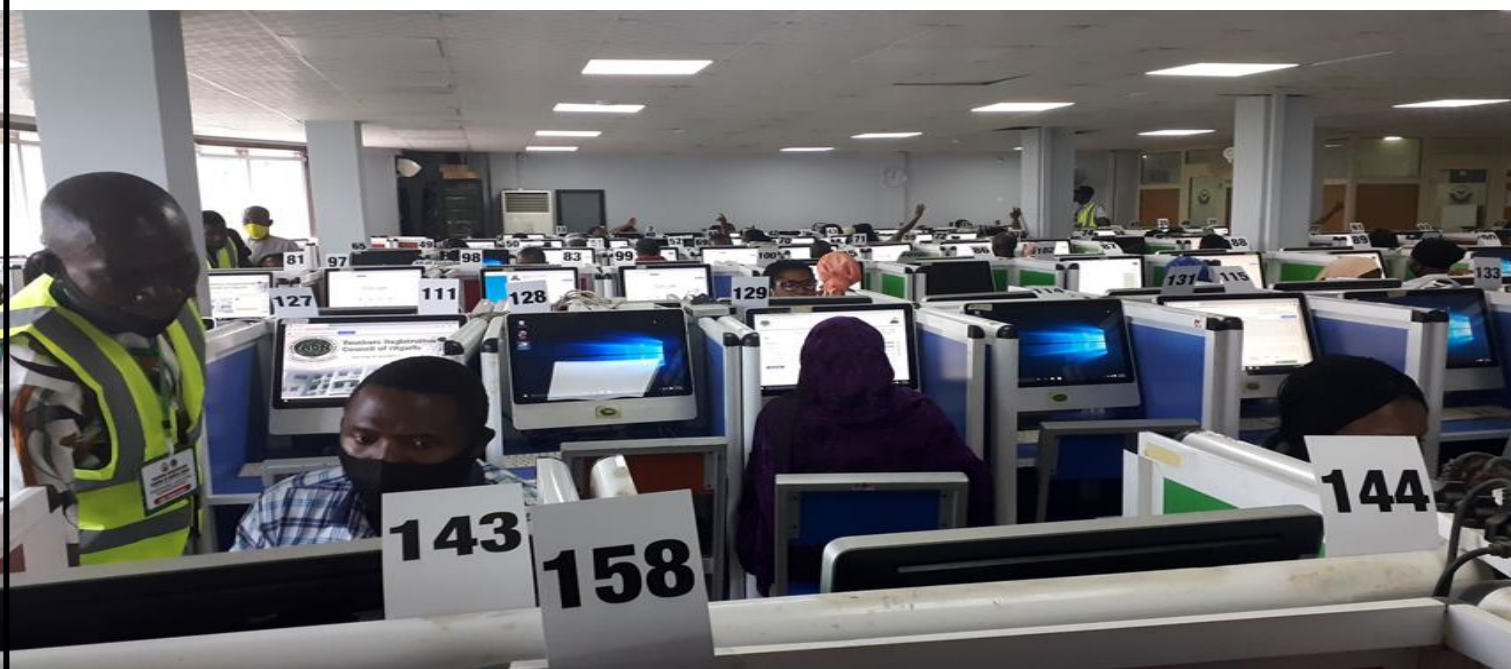


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FEDERAL REPUBLIC OF NIGERIA
FEDERAL MINISTRY OF EDUCATION

Teachers Registration Council of Nigeria
Abuja

Competency Assessment Benchmarks
for Teachers and School Leaders in Nigeria
[Pre-Primary, Basic and Senior Secondary Education]



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NOTES

NATURE OF THE BENCHMARKS

The Competency Assessment Benchmarks have translated the competences in the Professional Standards to testable areas of knowledge.

PREPARATION OF CANDIDATES FOR THE COMPETENCY ASSESSMENT

- The Competency Assessment Benchmarks for Teachers and School Leadership are newly introduced. Therefore, time will be allowed for advocacy and sensitisation before commencement of the assessment.
- All eligible candidates for the Competency Assessment will have access to the Benchmarks to familiarize with the provisions.
- This benchmark will assist Mandatory Continuous Development (MCPD) providers to prepare desiring candidates prior to their assessment. It is also to help in providing useful hints on some of the new areas introduced in and by the Professional Standards which informed the basis on the Competency Assessment. This conforms with the international best practices. Another reason is the fact that the curricula of the pre-service teacher education in Nigeria are not yet fully aligned with the Professional Standards which guided the development of the Benchmarks. Therefore, there are substantial issues in the Benchmarks not yet covered by the pre-service teacher education. Consequently, MCPD providers accredited by the Council may leverage on the benchmark in providing guides necessary to mitigate the gap and help prepare Teachers and intending school leaders to validly undertake the Competency Assessment.
- Possession of the Post Graduate Diploma in School Leadership introduced in and by the Professional Standards is an added advantage for entering the School Leadership track. The Diploma programme is expected to teach all aspects of the Benchmarks, so that intending school leaders will be familiar with the issues captured in the Benchmarks.

**OVERVIEW OF THE DOMAINS OF THE TEACHING STANDARDS
FOR PRE-PRIMARY, BASIC AND SENIOR SECONDARY EDUCATION**

COMPETENCY ASSESSMENT MODULES FOR TEACHERS (PRIMARY AND SECONDARY EDUCATION)

The eight Core Domains of the Professional Standards for Teachers (Pre Primary, Basic and Senior Secondary Education)

Code	Title	Credits
	Subject Content	
	Pedagogy	
	National Curriculum Requirements	
	Literacy and Numeracy	
	Information and Communications Technology	
	learners' Socio-Economic Background	
	learners' Physio-Psychological Background	
	Emerging Issues in Development and Learning	
TOTAL		

SECTION ONE PROFESSIONAL KNOWLEDGE

Standards	Competency Assessment			
	Beginner	Proficient	Mentor	Distinguished
Sub-Theme 1: Subject Content				
Understand the content of the subjects they teach.	Knowledge of themes and topics in the specified subjects. Inter-relationships among concepts across subjects and topics.	Higher knowledge of themes and topics in the specified subject areas. Application of higher knowledge and understanding of the inter-relationships among concepts across subjects and topics.	Knowledge of themes and topics of the specified subjects at the national and international levels. Strategies for assessing learners in the specified subjects.	Skills and knowledge in Assessments and evaluation in the specified subjects. Research approaches and strategies for dissemination of findings in different themes and topics.
Sub-Theme 2: Pedagogy				
(2) know how to teach subject content to their students and related assessment and monitoring strategies.	Concepts and principles of teaching strategies; instructional materials; learning assessment and feedback.	Application of teaching strategies; knowledge of design and use of instructional materials; Utilization of assessment results for feedback.	Merits and demerits of teaching strategies; challenges of availability, use and improvisation of instructional materials; relative advantages and disadvantages	Emerging issues and global best practices in teaching strategies, instructional materials, learning assessments and feedback. Research approaches and strategies for dissemination of findings in teaching strategies, instructional materials, learning assessments and feedback.

			learning assessment strategies	
(3) Understand how to select Teaching/Learning Resource (TLR) for a particular subject.	Concept and principles of improvisation of teaching and learning resources. Criteria for selecting teaching and learning resources. Utilization of teaching and learning resources (when to use what?)	Application of the principles of improvisation of teaching and learning resources. Challenges in selecting teaching and learning resources.	Strategies for overcoming the challenges of availability, utilization and improvisation of learning resources.	Application of global best practices in the selection, adoption, adaptation of teaching and learning resources in local environment. Use and adaptation of Open and Educational Resource (OER). Research approaches and strategies for dissemination of findings in selection, adoption, adaptation of teaching and learning resources.

(4) Know how to Evaluate Learning	Concept and types of evaluation. Knowledge of Evaluating learning achievement vis-a-vis learning objectives.	Knowledge of the relationship between evaluation and feedbacks to learners, teachers, schools and other policy makers. Knowledge of validity of evaluation tools Relating lesson objectives and evaluation strategies.	Forms and types of evaluation. Validity of evaluation tools. Merit and demerit of different types of evaluation.	Global best practices in for evaluating learning outcomes. Procedures for improving readability of evaluation tools. Research approaches and strategies for dissemination of findings in evaluating learning outcomes.
Sub-Theme 3: National Curriculum Requirements				
(5) Understand the National curriculum and international standards.	Knowledge of relevant sections of the national Curriculum; themes sub-themes and topics in specified subject areas. Key sub-titles and relative sequencing of lesson note; lesson plan; schemes of work, and curriculum.	Knowledge and understanding of curriculum evaluation. Knowledge of curriculum and maintenance of national standards. Agencies responsible for different curricula	Sources of national and international curriculum designs. Curriculum design and sequencing of sub-titles. Maintenance of standards in curriculum implementation	Global best practices in curriculum design, implementation and evaluation. Critiquing and adopting subject specific curriculum for national use. Procedure for curriculum implementation. Research approaches and strategies for dissemination of

				findings in curriculum design, implementation and evaluation
Sub-Theme 4: Literacy and Numeracy				
(6) Understand and demonstrate Literacy and Numeracy.	Concepts of literacy (oracy, reading and writing, etc.); numeracy (counting, basic mathematical operations - addition, subtraction, multiplication, and division, etc.). Knowledge of verbal reasoning; intensive and extensive reading; controlled to free writings; and the three genres of literature. Knowledge of numbers; quantitative aptitude; and shape, figures and measurement.	Comprehension of text of varying complexity and length. Knowledge of different types of essays; grammar and syntax; Knowledge of basic mathematical topics; logic and generalization.	Making inferences and critical evaluation of text. Integrating some mathematical operations in report writing.	Elements of formal and informal writings; and language use; etc. Data management (use of graphs, charts, pictorials, etc.), interpretation and drawing inferences. Research approaches and strategies for dissemination of findings in literacy and numeracy.
Sub-Theme 5: Information and Communications Technology				
(7) Understand the application of modern Information and communication technology for education.	Concept of ICT in education. Types and functions of parts of computer (hardware and software); computer accessories	Knowledge of the functions, benefits and challenges of computer, computer parts and accessories.	Deployment of ICT in teaching/learning; data collection, storage and retrieval.	Global best practices in the use of ICT for instruction; to acquire new knowledge; and global visibility. Application of ICT in academic research and development.

			Challenges and remedies in using ICT for virtual learning.	Research approaches and strategies for dissemination of findings in applying ICT in education
(8) Understand the use of digital technologies for teaching and learning.	Concepts and use of digital technology. Knowledge of responsible and ethical use of digital technology. Knowledge of digital technology to expand learners' learning opportunities across curricula.	Knowledge of sites for educational resources. Knowledge of abuses and addictions inherent in digital technologies.	Benefits and limitations of digital technologies in teaching and learning. Issues of safe, responsible, and ethical use of digital technologies in teaching and learning.	Global best practices in digital technology for education. Application of ICT in Open and Distance Learning (ODL) and blended approach. Research approaches and strategies for dissemination of findings in the use of digital technologies for teaching and learning.
Sub-Theme 6: learners' Socio-Economic Background				
(9) Knowledge of the diverse socio-cultural, ethnic and religious backgrounds of students and effects of these factors on learning.	Concepts of diversity, individual differences. Knowledge of effects of diversity on teaching and learning.	Awareness of advanced religious, cultural, economic and political diversity on learners' attitude and learning. Awareness of advanced actions and inactions that can trigger emotions along these diversities.	Strategies for balancing of opportunities in diverse socio-cultural, ethnic, economic, and religious contexts. Ways of avoiding biases and prejudices along socio-cultural, economic, ethnic and religious lines.	Global best practices of promoting integration, cooperation and mutual trust of learners from different socio-cultural, economic, ethnic and religious backgrounds. Research approaches and strategies for dissemination of findings in diverse socio-cultural, ethnic and religious backgrounds of students

Sub-Theme 7: learners' Physio-Psychological Background				
(10) Knowledge of the stages of Human development and the physical, social and intellectual implications of each stage.	Concept and stages of human development. Implications of the different stages of human development (physical, social, and psychological) on leaning.	Selection and adoption of appropriate teaching strategies, resources and evaluation for learners at the various stages of development. Strategies of helping learners monitor their own development and learning progression.	Application of knowledge of learner's physical, social, and psychological development in selection of appropriate teaching content, strategies, resources and evaluation. Adoption of strategies to help learners monitor their own development and learning progression.	Global best practices in dealing with learners at different stages of human development (physical, social, and psychological). Research approaches and strategies for dissemination of findings in Human development and physical, social and intellectual implications of each stage.
(11) Understand how their students learn.	Concept and theories of learning. Learning and individual differences (slow and faster learners, etc.) Effects of attitude on learning	Identification of learners with learning difficulties Categorization of learners according to learning differences. Adopting appropriate strategies for individual learning needs. Leaving no learner behind in multi-intelligent classrooms	Merging instructional strategies to learning needs. Challenges of individualized learning and their remedies.	Global best practices in individualized instruction Supports to learners with special learning needs. Research approaches and strategies for dissemination of findings in individualized instruction.

Sub-theme 8: Emerging Issues in Development and Learning				
(12) Understand different learning styles.	Concept and theories of learning styles (e.g., visual, auditory and Kinesthetic). Learners' personality traits and learning styles.	Identification of learners with different learning styles. Learners' aptitudes, learning styles and teaching strategies.	Application of appropriate teaching strategies for different learning styles.	Global best practices in teaching students of different learning styles. Coping with challenges of teaching students with divers learning styles. Research approaches and strategies for dissemination of findings in different learning styles.
(13) Understand characteristics of learners with learning challenges.	Concept of special need learners. Knowledge of categories and characteristics of special needs learners e.g. (i) Psycho-social (Physically challenged and all Impairments).	Approaches for handling special need learners: main-streaming, inclusiveness, exclusion. Other issues of special needs: gender, special health challenge, post-trauma victims, IDP, etc.	Appropriate response to the following special need learners: gender, special health challenge, post-trauma victims, IDP, migrant fisher men/women, nomads, etc. Strategies for helping students with respective learning needs.	Challenges and global best practices for handling individualized teaching for students with respective learning needs. Research approaches and strategies for dissemination of findings in learning challenges.

(14) Understand remediation for at-risk learners	Concepts of remediation and at-risk learners. Causes of at-risk learners. Rationale for remediation.	Criteria for categorization of at-risk learners. Knowledge of strategies for remediation.	Application of appropriate strategies for rescuing at risks	Application of psycho-social interventions for at-risk learners. Application of global best practices in remediation for at-risk learners. Research approaches and strategies for dissemination of findings in remediation and at-risk learners.
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SECTION TWO – PROFESSIONAL PRACTICE

CODE	TITLE	CREDIT
	PLANNING	
	RESOURCEFULNESS	
	TEACHING AND COMMUNICATION	
	ASSESSMENT OF LEARNERS PERFORMANCE	
	REPORTING	
	RECORD KEEPING	
	CONTINUING TEACHER PROFESSIONAL DEVELOPMENT	
	HEALTH, SAFETY AND HUMAN RIGHTS	
	LEARNING ENVIRONMENT	
	TEAM WORK AND COLLABORATION	

STANDARDS	EXPECTED PERFORMANCE			
	Beginner	Proficient	Mentor	Distinguish
Sub-Theme 1: Planning				
(15) Planning learning programmes	Concepts of learning, planning, and learning programmes. Requirements for the successful delivery of specific topics to show progress across age and ability of learners.	Knowledge of graded learning program that show progression according to age and ability of learners. Concept of Inductive and Deductive learning.	Integration of the following in planning learning programmes: Curricular (Cognitive, psychomotor and affective domains) and co-curricular activities (Sports, dancing, societies, music, photography etc.).	Critiquing and applying International best practices on strategies for planning, organizing and forecasting learning programmes and outcomes. Research approaches and dissemination of findings of Planning learning programmes.
(16) Planning teaching and learning goals	Concepts of teaching, planning topics, and goals and objectives Process of planning topics ahead of delivery. Setting achievable goals and objectives of lessons.	Knowledge of key parts of lesson plan-topic, objectives, procedures, conclusion and evaluation, etc. Knowledge of creativity in lesson plans. Creativity in setting homework objectives and goals	Planning objectives in line with Specific Measurable Achievable Realistic and Time-bound (SMART) approach. Planning and adopting lesson objectives in line with general educational goals	Critiquing and adapting the international best practices in the art of framing teaching and learning goals and objectives.

(17) Selection and organization of content with preparation of lesson notes	Criteria and procedure for selection of appropriate learning content, e.g., interest, value, relevance, official provision, age and ability consideration Designing of written lesson plans and lesson notes. Steps in delivering of learning content.	Advanced skills and principles in lesson plans and notes; content selection; and sequential delivery.	Different forms of lesson plans and lesson notes. Aligning lesson plans and notes to different topics. Application of the principles of relevance, significance, interest, utility, learnability/teachability, etc. in preparation on lesson notes.	Analysis, critiquing and application of international best practices in lesson plans and notes in terms of weekly lesson, unit lesson, content lesson and graded lesson, etc. Research approaches and dissemination of findings of Planning teaching and learning goals.
Sub-Theme: 2: Resourcefulness				
(18) Selection, development and use of instructional resources	Concepts of resources, and development of instructional resources Types of resources and nature of resources Selection and collection of age-appropriate instructional materials.	Knowledge of sources of instructional materials Design, development and improvisation of age-appropriate instructional materials Importance of instructional materials	Sourcing human, material and financial resources in teaching and learning Designing and development of resource and activity centres in learning environment. Planning, designing and implementing effective interactive portfolios	Building a consortium of instructional materials Excellent skills in the application of modern technology for teaching and learning. Adapting best international practices of multimedia technology

	Knowledge of locally available instructional materials Description of technology in education	Description of developmentally appropriate and interactive media Application of computer and technology aided resources in teaching.	Development of skills in the use of technology and interactive media. Application of advanced computer and technology aided resources in teaching and learning.	Comparison of universal designs of teaching and learning, and technology Maintenance of cyber security in educational adaptive technology.
SUB-THEME 3: Teaching and communication				
(19) Effective communication and classroom interaction with students	Concepts of effective communication skills, and teaching strategies for learners. Strategies of effective classroom communication.	Description of competence for effective communication. Advanced knowledge of students' expression of opinions and feelings.	Steps towards developing competence in writing and speech skills as a public speaker Application of effective communication skills in classroom interaction	Best practices of excellent skills in information management. Application of excellent skills in public speech Research approaches and dissemination of findings of effective communication and classroom interactions.
(20) Student grouping	Concept of grouping technique Description of the rationale for grouping Knowledge of group functioning	Acquisition of techniques and principles of students' grouping for effective learning	Research and development in group dynamics Capacity building in student grouping for effective learning	Application of scientific breakthroughs in group dynamics Research approaches and strategies for dissemination of findings in group dynamics.

	Effective participation of learners in groups		Application of effective strategies for grouping and collaboration among students	
(21) Teaching strategies	Concepts of teaching strategies e.g., excursion, projects, demonstration, problem solving, etc.	Adaptation of effective teaching strategies. Strategies in accommodating learners' opinions in the classroom.	Application of teaching strategies to meet specific needs of learners e.g., Project, Problem solving, etc.	Critiquing and application in the use of appropriate delivery strategies obtainable internationally. Research approaches and dissemination of findings teaching strategies.
SUB-THEME 4: Assessment of Learners' Performance				
(22) Development and administration of assessment that is reliable and valid and directly related to the subject content to ascertain periodically the progress of learners.	Concepts of assessment and evaluation Types and purposes of assessment and evaluation. Assessment Tools Knowledge of informal and formal assessment types Knowledge of skills and values of learners in specific school subjects.	Knowledge of informal and formal assessment Utilization of appropriate assessment measures Raising the aptitude and motivation of learners towards regular academic assessment. Application of Continuous Assessment on learners' progress	Designing, development and implementation of appropriate assessment tools. Functions of informal and formal assessment and evaluation mechanisms	Integration of alternative assessment procedures appropriately such as reflective, self- assessment, portfolios, etc. Analysis of international best practices in inclusiveness in assessment and evaluation practices. Research approaches and dissemination of findings on assessment measures.

	Concepts of formative and summative evaluation strategies.			
(23) Clinical assistance to students	Concepts of remedial measures. Knowledge of different categories of learners' needs. Description of types of remedial measures (professional counseling, extra time, etc.). Strategies of handling special needs learners. Awareness of help centres and resources for students with special needs.	Description of different categories of learners' needs. Knowledge of benefits of remedial measures Knowledge of process of assistance to provide for learners deficient in the subjects Description of different approaches to remedial measures Referral cases e.g. Counseling, therapy, etc.	Application of approaches to different remedies. Description of professional counselling.	Adaptation of best practices in the management of learners with special needs. Research approaches and dissemination of findings on remedial measures.
Sub-Theme 5: Reporting				
(24) Providing feedback to students, parents, guardians and other stakeholders	Concepts of reporting and feedback. Strategies for provision of feedback on learning	Knowledge of factors for students' performance e.g. school environment, parental background, student's ability and capacity, peer influence,	Steps and strategies for overcoming observed obstacles. Strategies: Guidance, Counselling, Coaching, Mentoring, Individual attention, Parental	Modalities for designing, implementation and evaluation of counseling and coaching of teachers and learners;

	to students e.g., Report Cards, grades. Strategies for provision of feedback to parents/guidians e.g. Report Cards, grades. Strategies for provision of feedback to employers e.g., external examination results	teachers' quality, infrastructure, etc. Dialoguing with students on their performance; with students on factors responsible for their performance level; and with students on areas for improvement. Development of feedback format	visitation, Improving school-community relationship, Facilities enhancement, etc.	Adaption of best practices in feedback provision mechanism
SUB THEME 6: RECORD KEEPING				
(25) Maintaining records of students' performance in acceptable formats, storage and retrieval systems.	Process and sources of record creation e.g., examinations, test, assignment, homework scores, etc. Types of students' records. Ways of record keeping (electronic and manual). Securing, use and retrieval of students' records	Process of students' record keeping. Advantages of Record Keeping, e.g. For Decision making, safeguard of information, gauging progress or lack of it, etc. Assessing students' records. Analysis of students' records e.g., in terms of performance level.	Best practices in keeping students' records-mixed method (Electronic and Manual) Record life cycle: creation, storage, retrieval, use, disposition. Strategies for improved students' record creation, keeping, storage, retrieval, use and disposition.	Analysis and interpretation of students' records. Best practices in records preservation such as archival conservation e.g., restoration, bookbinding, photographing, photocopying and encapsulation.

Sub-Theme 7: Continuing Teacher Professional Development				
(26) Teachers' development needs	Concept of teacher development Knowledge of teacher professional development education programmes Reflective/self-assessment Membership of relevant Professional Associations	Knowledge of competencies in teacher professional development. Description of needs for continuous engagement in professional teacher development Description of areas of professional growth (self-evaluation/reflection, communication, leadership, organization, innovation, ICT, etc.) Avenues for professional growth (participation in conferences, workshops, education summit, etc)	Utilization of knowledge of professional obligations Enhanced good teaching practices Application of procedures of writing research proposals Application of research results	Adaptation of best practices in teacher professional practices. Application of turn-around strategies for Colleagues in schools, community and society in emerging areas in teacher development, etc.
Sub theme 8: Health, safety and human rights				
(27) National and international laws and education policies	Concepts of Health, Safety, Human Rights, and Child rights.	Knowledge of health, safety, human and child rights	Application of first aid procedures and health safety and human rights	Best national and international practices in application of education laws and policies on health,

concerning Human and Child's rights; fundamental Human Rights	Knowledge of education policies (National Policy on Education, Child Right Act, Nigerian Constitution, Health policy, etc.) Description of Nigerian education laws (Concerning regulation and control)	Analysis of international documents (Education For All, Millennium Development Goals, Sustainable Development Goals) Analysis of education policies	Application of education policies concerning health, safety, child and human rights	safety, child and human rights.
(28) Identification of children with extreme performances, the gifted, talented and those with physical, emotional, mental and other challenges to support them and refer special cases for appropriate attention	Concepts of gifted/talented children; and children with special needs (Physical, Emotional, mental, etc.) Knowledge of other children with special needs (Orphans and vulnerable Children, Refugee, Displaced, Learning difficulties, etc.)	Description of gifted/talented learners and the physically challenged, learners with learning disabilities Design and development of inclusive learning packages	Development of special learning skills to be used for gifted/talented learners, the physically and other challenges Linking special needs learners with appropriate centres for proper care.	Critiquing the different ways of identifying and nurturing of gifted/talented learners Best practices in national and international ways of managing special needs learners.
SUB THEME 9: LERANING ENVIRONMENT				
29) Creating and sustaining exiting learning situations	Concept of classroom management and leadership skills	Designing of in and out-door learning environment	Application of classroom management and leadership skills	Analysis and critiquing of rules and regulations in classroom management

based on excellent classroom management and leadership skills	Knowledge of principles of learner's participation in classroom activities.	Engagement of students in setting and establishing rules and guidelines. Strategies for promoting independent and purposeful learning.	Designing of rich learning environment for learners	Application of best practices in motivational and behavioral reinforcement techniques.
Sub-Theme 10: Team Work and Collaboration				
(30) Working as team members	Concepts of team teaching and learning; and rationale for collaboration Knowledge of diversity among team members (ability, interest, needs, capability, etc.) Knowledge of team teaching and research team work	Communication skills that strengthen team work. Knowledge of coaching and mentoring Description of advantages and disadvantages of coaching and mentoring Knowledge of culture of collective responsibility	Application of coaching and mentoring strategies. Analysis of culture of collective responsibility Organization of national and international workshops, seminars, conferences, education summits, etc.	International best practices in charismatic team leadership; mentorship in research and scholarly works. International best practices in town-gown collaboration.

SECTION 3: PROFESSIONAL CONDUCT

COMPETENCY AREAS FOR ASSESSMENT FOR SCHOOL TEACHERS IN PRE-PRIMARY, BASIC AND SECONDARY EDUCATION

S/N	Code	Title	Credits
1		Relationship with Learners	
2		Relationship with Colleagues	
3		Administrative and Academic Leadership	
4		Relationship with Parents and Guardians	
5		Relationship with Employers	
Total Units			

STANDARDS	Key Competency Areas for Assessment for School Teachers			
	Beginner	Proficient	Mentor	Distinguished
Relationship with Learners				
31) Teachers have empathy for learners	Concepts of empathy and emotional intelligence. Knowledge of growing trends related to classroom interactions and emotional intelligence.	Key issues in empathy and emotional intelligence in classroom interactions. Awareness and challenges of empathy and emotional intelligence between learner-learner and teacher-learner relationships.	Strategies to Improve learners' emotional competencies. Techniques to build strong teacher learner relationship.	Critiquing and adopting global best practices on empathy and emotional intelligence.
Teachers maintain confidentiality of learners' personal information.	Concepts and management of confidentiality of learners' personal information, privacy, and security.	Regulatory guidelines on learners' personal information.	Consequences of infraction to learners' confidentiality.	Critiquing and adopting of global best practices in management of learners' personal information, privacy, and security.
Teachers do not administer corporal punishment on learners.	Concept of corporal punishment. Dangers of corporal punishment in schools.	Techniques in Maintaining Discipline Without the Use of Corporal Punishment	Strategies to prevent the use of corporal punishment in schools	Critiquing and adopting of global best practices in discipline.

	Implications of corporal punishment on child development References to the Nigerian child rights act and UN convention on child right		Build capacity of teachers in alternative methods of discipline	
Teachers put their ideological beliefs and influences under guard when dealing with learners.	Concept of ideological beliefs. Effects of teacher ideological beliefs on learners' performance. Challenges of ideological beliefs on learning.	Methods to mitigate biased behaviours and beliefs.	Build capacity of teachers in the use of acceptable ideological beliefs in teaching.	Best practices in ideological neutrality in the school system.
(32) Responsibility for Educational programmes.	Concept and types of educational programmes. Roles of the teacher in educational programmes.	Principles in the implementation of educational programmes. Challenges in the implementation of educational programmes.	Stakeholders involved in planning education programmes. Assessment and evaluation to measure impact of educational programmes.	Research methods to drive the design of educational programmes in line with global best practices.

(33) Sexual and related issues	Concept of sexual abuse. Knowledge of laws forbidding sexual abuse. Consequences of teacher engagement in sexual abuses.	Knowledge of different Indicators to identify incidences of sexual abuses. Knowledge on reporting channels to escalate incidences of sexual abuse within the school. Preventive measures to deter sexual abuses and other related vices	Strategies to promote a culture of prevention and respect for all. Skills to design programs to improve the capacity of new and existing teachers and other personnel on sexual abuses and related incidences based on local laws and international standards. Channels for reporting incidences of sexual abuse based on state and national laws.	Critiquing and applying national and international best practices on sexual abuse.
Social vices (Drug abuse, human trafficking, cultism, prostitution etc)	Knowledge of social vices. Knowledge of laws discouraging Drug abuse, human trafficking, cultism, prostitution Consequences of teacher engagement in social vices.	Knowledge of different Indicators to identify incidences social vices. Knowledge on reporting channels on incidences of social vices.	Strategies of preventing social vices. Application of programs in building the capacity of new and existing teachers and other personnel on social vices based on local laws and international standards. Channels for reporting incidences of sexual abuse	Critiquing and applying national and international best practices on social vices.

			based on state and national laws.	
34) Disassociation with corruption and Illegal learner group	Concepts of corruption and illegal learner groups Negative impact of moral decadence in schools Channels of reporting incidences of corrupt practices or the existence illegal learner group	Importance of fighting corruption in education Strategies to detect corrupt and illegal practices in schools. Techniques to prevent moral decadence in schools	Application of preventive techniques of corruption and illegal groups to deter teachers and learners Strategies to develop extracurricular activities as an alternative to corrupt and illegal learner groups.	Global best practices on prevention of corruption and illegal learners' group.
35) Inspire Discipline Among Learners	Concept and types of discipline. Concepts of humane and child friendly approaches to maintaining discipline.	Techniques for prevention, correction, reinforcement, and maintenance of discipline.	Strategies of building capacity of teachers in the application of discipline of learners.	Global best practices on design, implementation, and evaluation of improvement programmes of learners. Research approaches and dissemination of research findings to inspire discipline in the school system.

Sub-theme 2: Relationship with Colleagues				
(36) Mutual respect and esprit de corps among teachers. Zero tolerance for social discrimination.	Concept and scope of collaboration through a community of professional learning Knowledge of mutual respect among colleagues Importance of good working relationships among teachers Knowledge of effective communication among teachers Types of teacher collaboration Benefits of teacher collaboration	Description of the qualities of good working relationship Challenges in working as a team Knowledge of techniques to build positive workplace relationships	Advanced knowledge of techniques to manage diversity. Principles of effective team building Guiding principles of managing school interaction (conflict management, sexual harassment, effective communication etc)	Critiquing and applying performance management and creating new approaches to teamwork and collaboration in line with global best practices
37) High Integrity	Concept of a teacher of high integrity Qualities of a teacher of high integrity	Types of Integrity tests (overt and covert)	Strategies in carrying out integrity tests Knowledge and skills of collaborating with colleagues	Application of professional intervention techniques required to mitigate unacceptable behaviours

	Acceptable and unacceptable approaches to referencing sources of information.	Common behavioural anomalies exhibited with integrity tests	to create a self-improvement plan Monitor the progress of the self-improvement plan to evaluate teacher performance and appraisal	based on global best practices.
38) Respect for copyright laws	Concept of copyright laws and regulations. Knowledge of fair use doctrine (Nigerian copyright law) in using unauthorized materials. The difference Between Plagiarism and Copyright Infringement. Copyright challenges to teaching in the digital age.	Awareness of methods to avoid the trap of copyright infringement. Knowledge of consequences in copyright infringements. Knowledge of methods to prevent plagiarism in learning content.	Application of learning theories to develop the capacity of colleagues with respect to copyright laws. Measures for enforcing copyright laws.	Critiquing and application of best practices on national and international copyright laws.
39) Maintenance of law and order	Knowledge of regulatory laws and professional ethics that guides the teaching profession.	Strategies of maintaining law and order in schools. Challenges in maintaining law and order.	Application of regulatory laws and professional ethics that guides the teaching profession.	International best practices in maintenance of law and order within the education system.

	Benefits of maintaining law and order in the teaching profession.			
Sub-Theme 3: Administrative and Academic Leadership				
(40) Inspiring and motivating subordinates to have very pleasant and charismatic personality and being objective in the discharge of duties.	Concepts of leadership and motivation. Styles of leadership. Knowledge of the characteristics of a charismatic and transactional leader.	Knowledge of merits and demerits of different leadership styles. Challenges of being a charismatic leader. Ways to keep subordinates motivated and inspired.	Application of different leadership styles. Knowledge and skills to develop a reward and recognition system in line with the provisions in the Policy on Career Path. Awareness of techniques to motivate teachers through recognition and reward system.	Global best practices in assessment and evaluation of teachers' performance. Research approaches and dissemination of research findings on Administrative and Academic Leadership
(41) Democratic decision making, contributing to academic development, ensuring all round	Concepts of decision making and democratic decision making. Methods of introducing a democratic decision-making culture in school.	Strategies in implementing teaching and learning theories in education. Application of decision-making processes in the classroom	Application of democratic leadership styles in schools. Building the capacity of teachers to appreciate democratic values and apply relevant strategies in a	Global best practices in the integration of processes to improve and promote a democratic decision-making in the learning environment. Research approaches and dissemination of research

development of learners and serving as vanguards against examination misconduct	Benefits of decision-making culture in the overall development of learners.		democratic leadership environment.	findings to improve and promote a democratic decision-making in the learning environment.
Sub-Theme 4: Relationship with Parents and Guardians				
(42) Respect the right of parents and guardians to information on their children and wards.	Concept of rights of parents. Knowledge and skills of effective communication among teachers and between teachers and parents etc.	Knowledge of the Importance of collaboration in the advancement of teacher-parent relationships. Strategies to collaborate with teachers to improve teacher-parent relationships.	Strategies to support teachers' interaction with parents. Application of skills to plan and organize parent-teachers' meetings.	Global best practices on the rights of parents and guardians to information.
(43) Self-respect	Concept of self-respect Regulations guiding gratification for professional teachers. Awareness of consequences/risks of receiving gratifications.	Advanced knowledge of self-respect. Ways of avoiding compromise in personal and professional self-respect.	Strategies to build the capacity of teachers on self-respect. Application of enlightenment programmes on self-respect.	Critiquing and applying best practices in personal and professional self-respect. .

	Adverse effect of accepting gifts from parents on teachers' performance of duties			
Sub-Theme 5: Relationship with Employers				
(44) Professional independence, Teachers stick to their areas of professional competence.	Knowledge of professional independence and competences. Knowledge of contract terms and conditions of employment. Implications of contract employment	Description of evidence-based approach to teaching. Knowledge of skills of effective delegation and effective Contract Management	Appraisal of professional independence and competences Strategies for examining contract terms.	Critiquing and applying best practices on professional independence and competences. Emerging issues on professional independence and competence.
(45) Fair remuneration. Teachers as advisers	Knowledge of fair remuneration (both local and national) Implication of agreements between employee and employers.	Knowledge of the importance of joint agreements on conditions of service.	Strategies of building the capacity of colleagues in relation to fair remuneration. Application of knowledge of fair remuneration	National and international best practices on remuneration.

PROFESSIONAL MEMBERSHIP OBLIGATIONS

Code	Title	Credits
	Induction of Education Students at Point of Graduation	
	Registration with TRCN	
	Licensing	
	Internship	
	Continuous Professional Development	
	Professional Excellence	
	Professional Commitment	
	Efficiency	
	Precepts	
	Arbitration	
	Community Service	
	Education Laws	

Standards	Issues for Competency Assessment			
	Beginner	Proficient	Mentor	Distinguished
Sub-Theme 1: Induction of Education Students at Point of Graduation				
(43) Induction by TRCN at the point of graduation.	Concept and process of induction	Requirements for induction	Merits of induction, challenges and improvement strategies.	Best practices and comparisons with other professions nationally and internationally.
Sub-Theme 2: Registration with TRCN				
(44) Registration with TRCN in accordance with the provisions of the TRCN Act 31 of 1993.	Concept and process of registration. Knowledge of the provisions of the TRCN Act Cap T3 of 2004.	Conditions for registration. Sanctions placed by the TRCN Act on teaching without registration.	Benefits of registration, challenges and remedies.	National and best practices in professional registration of teachers and other professionals.
Sub-Theme 3: Licensing				
(45) Annual TRCN subscription and possession of up-to-date teaching license.	Concept and process of subscription and renewal. Concept and process of licensing.	Conditions for licensing and renewal of licensing. Distinction between registration and licensing	Benefits of licensing, challenges and remedies.	International and national best practices in professional licensing. Emerging issues in professional licensing.
Sub-Theme 4: Internship				
(46) Internship programmes organized by TRCN.	Concept of internship and applications to newly qualified teachers.	Provisions of the National Teacher Education Policy and TRCN frameworks on internship.	Modalities for implementation of internship.	International and national best practices in internship with references to teaching abroad and other

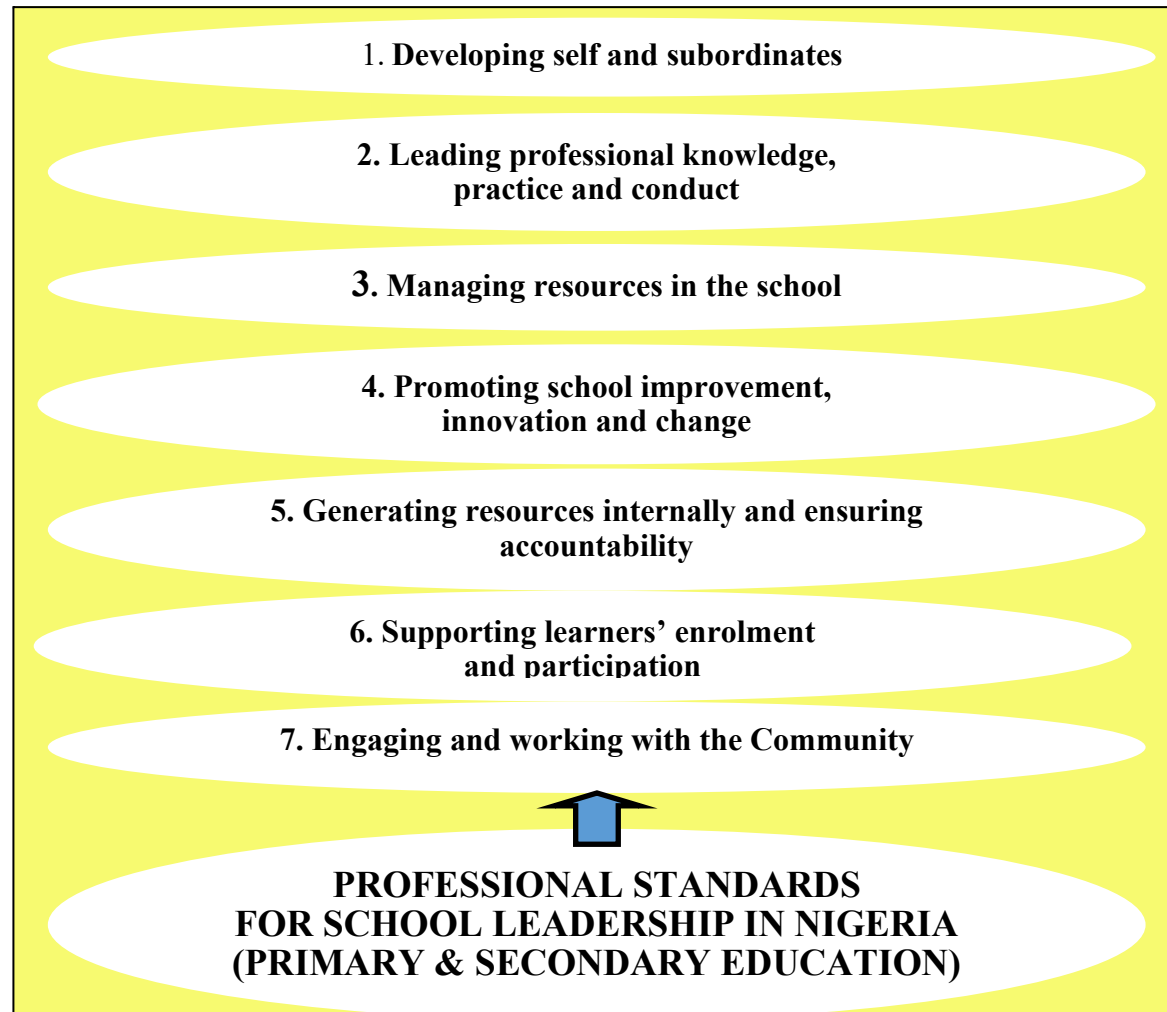
			Benefits of internship; the challenges and solutions.	professions within and outside Nigeria. Emerging issues in internship.
Sub-Theme 5: Continuous Professional Development				
(47) Appraisal of own strengths and weaknesses	Concept of annual self-evaluation using the reports of the Annual Performance Evaluation Form, competency tests, peer reviews, etc. Development of a plan of action for self-development.	Content of a plan of action for self-development. Qualities of a good plan of action for self-development.	Challenges of development and implementation of self-development plan.	International and national best practices in self-development plan.
(48) Continuous professional development.	Concept of continuous professional development (CPD). The referential frameworks such as TRCN CPD Manual, National Policy on Education, and National Teacher Education Policy.	Forms of CPD and their relative strengths and weaknesses.	Support and practices to boost CPD for teachers.	International and national best practices in CPD in teaching and other professions.
(49) Professional development opportunities	Directory of teacher professional associations and other sources of professional development opportunities for teachers.	Activities and programmes of teacher professional associations and their benefits for the teacher.	Approaches and principles for boosting professional development opportunities for teachers.	Emerging issues in professional development of teachers.

				International and national best practices in professional development opportunities.
Sub-Theme 6: Professional Excellence				
(50) Highest professional standards.	Concepts of professional standards and excellence. Concepts of publication, research, and teaching as keys to professional excellence.	Benefits of research, publication and teaching; challenges and remedies.	Guides to scholarly research and publication. Steps to attaining highest professional teaching standards.	International and national best practices on research and publication by teachers. Emerging issues in research and publication. International and national best practices in teaching. Emerging issues in teaching.
Sub-Theme 7: Professional Commitment				
(51) Enduring commitment to the profession.	Concept of professional commitment. Dimensions of professional commitment.	Benefits of professional commitment; challenges and remedies. International and national referential frameworks on professional commitment.	Strategies for boosting professional commitment.	International and national best practices in professional commitment. Emerging issues in professional commitment.
Sub-Theme 8: Efficiency				
(52) Professional Efficiency.	Concept of professional efficiency.	Benefits of professional efficiency; challenges and remedies.	Strategies for boosting professional efficiency.	International and national best practices in professional efficiency.

	Dimensions of professional efficiency	International and national frameworks on professional efficiency.		Emerging issues in professional efficiency.
Sub-Theme 9: Precepts				
(53) Dedication to work.	Concept of precepts. Concept and principles of dedication to work. Dimensions of dedication to work.	Benefits of dedication to work; challenge and solutions. International and national referential frameworks on dedication to work.	Measures for boosting dedication to work.	International and national best practices in dedication to work. Emerging issues in dedication to work.
Sub-Theme 10: Arbitration				
(54) Loyalty to regulatory authority.	Concept of arbitration. Provisions of the TRCN Act on professional arbitration. Dimensions of loyalty to the professional regulatory agency.	Composition and roles of the Teachers Investigating Panel and Teachers Tribunal. Modalities for settling disputes among teachers through the TRCN investigating panel and Tribunal. Benefits of loyalty to the professional regulatory agency.	Distinction between professional and criminal misconducts. Distinction of the roles of the Teachers Tribunal as pertaining to the prosecution of professional misconduct and the laws courts as pertaining to criminal acts. Provisions of the TRCN act regarding the powers of the Teachers Tribunal in comparison with the High Court and Appeal Court.	International and national best practices in loyalty to professional regulatory agency. International and national comparison on arbitration in teaching (as contained in the TRCN Act) compared with other professions in Nigeria and abroad.

Sub-Theme 11: Community Service				
(55) Community builders.	Concept and application of community service to teachers in pre-primary, primary and secondary education in Nigeria	Contributions of community service to educational development of the local community and society at large.	Steps to attaining highest community service.	International and national best practices, and emerging issues in community service.
Sub-Theme 12: Education Laws				
(56) Obedience to education laws.	Concept of education laws. Examples of the relevant national and international education laws.	Education laws applied to specific areas of education, e.g., Universal Basic Education Act, etc.	Challenges of implementing specific education laws, and the remedies.	International and national best practices, and emerging issues on education laws.

OVERVIEW OF THE DOMAINS OF THE LEADERSHIP STANDARDS FOR PRE-PRIMARY, BASIC AND SENIOR SECONDARY EDUCATION



**The Seven Core Domains of the Professional Standards for School Leadership
[Pre-Primary, Basic and Senior Secondary]**

Code	Title	Credits
LE/SLPS 001	Developing self and subordinates	15
LE/SLPS 002	Leading professional knowledge, practice and conduct	8
LE/SLPS 003	Managing resources in the school	12
LE/SLPS 004	Promoting school improvement, innovation and change	10
LE/SLPS 005	Generating resources internally and ensuring accountability	10
LE/SLPS 006	Supporting learners' enrolment and participation	7
LE/SLPS 007	Engaging and working with the Community	8
TOTAL		70

Note: LE/SLPS = Competency Assessment Examination/School Leadership: Pre-Primary, Basic & Senior Secondary

Standards	Issues for Competency Assessment			
	Beginner	Proficient	Mentor	Distinguished
LE/SLPS 001: Developing Self and Subordinates				
(1) Sound Knowledge of the academic and professional qualifications for pre-primary, basic and senior secondary education leadership	Disciplines that make up a quality degree and Post Graduate Diploma in Education (PGDE) or Professional Diploma in Education (PDE). Essentials of a good teaching practice during pre-service teacher education, and induction and mentoring of New Teachers. Description of the modules of the School Leadership Diploma for pre-primary, basic and senior secondary education.	Relevance of the disciplines that make up a quality degree and post graduate diploma in Education or Professional Diploma in Education. Knowledge of the provisions of the National Policy on Education on the Teaching Profession. Knowledge of the provisions of the National Teacher Education Policy on the Teaching Profession Application of the Modules of the School Leadership Diploma for pre-primary, basic and senior secondary education to school leadership challenges.	Disciplines that make up a quality Master's degree in Education. The teacher as a change agent and global goals of teacher education, e.g., SDG 4. Essentials of action research into education problems. Justification of mandatory School Leadership Diploma for primary and secondary school leaders, and the benefits of well-groomed school leaders in Nigeria	Relevance of the disciplines that make up a quality Master's degree in Education. Emerging issues in the teaching profession, e.g., teacher quality. Comparison of leadership in teaching with other professions. Best practices in School Leadership training programmes for pre-primary, basic and senior secondary education, e.g CPD.

(2) Career path for pre-primary, basic and senior secondary education	Provisions of the Policy on Career Path for the Teaching Profession in Nigeria applicable to the pre-primary, basic and senior secondary education	Detailed knowledge of the requirements for progression from one career stage to another for both the teacher and leadership tracks. Activities covered by the head of a school	Detail knowledge of the teacher recruitment and deployment as espoused by the Policy on Career Path. The Teacher Management and School Leadership Frameworks as espoused by the Policy on Career Path.	Principles for Teacher and School Leader Motivation and Retention espoused by the Policy on Career Path Emerging issues dealing with the implementation, monitoring, evaluation, challenges and remedies of the Policy on Career Path.
(3) Track record of teacher professional development in pre-primary, basic and senior secondary education	The concept and advantages of a teacher professional development portfolio.	The scope of teacher professional development portfolio for teachers and school leaders	Methods of assessment of teacher professional development portfolio; the challenges and remedies. Knowledge of school leadership and management	Ways of boosting teacher professional development portfolio. Best practices in teacher professional development portfolio.
(4) Facilitating professional development for teachers in pre-primary, basic and senior secondary education.	Strategies for motivating teachers and other education personnel to enrich their professional development portfolio. Types and nature of school-based professional development for teachers and education personnel.	Approaches to identifying the professional development needs for teachers and education personnel in the school, and options for assisting them to meet the needs. Key plans for meeting identified needs	The overall issues in the management of the professional development of teachers, school leaders, and education personnel. A good knowledge of the list and diversity of teacher professional associations and other professional	Emerging issues in leadership development: teachers as researchers, e.g. at class, school, and societal levels. The benefits of research and publication for professional growth and best practices in research and publication for

			development and research networks for teachers and education personnel.	teachers and education personnel.
(5) Professional standing and networking in pre-primary, basic and senior secondary education	Requirements for TRCN registration and licensing.	Categorization of teachers for registration and licensing in accordance with the Policy on Career Path and the justification. Benefits of membership of teacher and school leader professional associations.	Account of the history, membership, functions and achievements of school leadership association(s) in Nigeria.	Comparison of school leadership associations in Nigeria and abroad – Africa, Europe and America. Activities and benefits of national and international associations Concept and impact of professional networking
(6) Knowledge and use of educational technologies in pre-primary, basic and senior secondary education	The concept and scope of educational technology in pre-primary, basic and senior secondary education.	Types and nature of educational technology with knowledge sharing platforms and capabilities including the social media	The use of educational technology to carry out core teaching functions – lesson planning, delivery, assessment and feedback. Design and use of basic technology for teaching	Best practices in the use of educational technology to promote teaching and learning during health pandemics and other emergency situations.
LE/SLPS 002: Leading professional content knowledge, Practice and Conduct				
(7) professional content knowledge in pre-primary, basic and senior secondary	Explanation of the standards and sub-themes that constitute professional content knowledge in pre-primary, basic and senior secondary education.	Description of the specific competences of the Beginner, Proficient, Mentor, and Distinguished Teachers across the standards and sub-themes	Application of the standards, sub-themes and specific competences of professional content knowledge in pre-primary, basic and senior secondary	International comparison of Nigerian professional content knowledge in pre-primary, basic and senior secondary education and cases from other African and advanced

education as provided by the Professional Standards for Nigerian Teachers.		under professional content knowledge in pre-primary, basic and senior secondary education.	education at the classroom, school, community, and societal levels.	countries, e.g., safety issues, disasters Challenges and improvements envisaged in the implementation of professional content knowledge in pre-primary, basic and senior secondary education
(8) Professional practice in pre-primary, basic and senior secondary education as provided by the Professional Standards for Nigerian Teachers.	Explanation of the standards and sub-themes that constitute professional practice in pre-primary, basic and senior secondary education.	Description of the specific competences of the Beginner, Proficient, Mentor, and Distinguished Teachers across the standards and sub-themes under professional practice in pre-primary, basic and senior secondary education.	Application of the standards, sub-themes and specific competences of professional practice in pre-primary, basic and senior secondary education at the classroom, school, community, and societal levels.	International comparison of Nigerian professional practice in pre-primary, basic and senior secondary education and cases from other African and advanced countries. Challenges and improvements envisaged in the implementation of professional practice in pre-primary, basic and senior secondary education
(9) Professional conduct in pre-primary, basic and senior secondary	Explanation of the standards and sub-themes that constitute professional conduct in pre-primary, basic	Description of the specific competences of the Beginner, Proficient, Mentor, and Distinguished Teachers across the	Application of the standards, sub-themes and specific competences of professional conduct in pre-primary, basic and senior	Knowledge of best practices of professional practice in Africa and other countries.

education as provided by the Professional Standards for Nigerian Teachers.	and senior secondary education.	standards and sub-themes under professional conduct in pre-primary, basic and senior secondary education.	secondary education at the classroom, school, community, and societal levels.	International comparison of Nigerian professional conduct in pre-primary, basic and senior secondary education and cases from other African and advanced countries. Challenges and improvements envisaged in the implementation of professional conduct in pre-primary, basic and senior secondary education.
LE/SLPS 003: Managing resources in the school				
(10) Mentorship of staff members in pre-primary, basic and senior secondary education	Description of the Counselling concepts, theories, principles and approaches in facilitation of the professional and civil service development of teachers and education personnel in pre-primary, basic and senior secondary education.	Description of monitoring and mentoring concepts, theories, principles and approaches in facilitation of the professional career profession of teachers and education personnel in pre-primary, basic and senior secondary education.	Qualities of advanced mentors and train-the-trainer strategies for raising high-level mentors of school leaders in pre-primary, basic and senior secondary education.	Emerging issues in monitoring and mentoring of school leaders; challenges, remedies and areas of improvement in pre-primary, basic and senior secondary education.
(11) Human resource management functions in pre-	Explanation of the concept, structure, functions, principles, benefits, challenges and remedies of	Strategies for identification, planning, and meeting of human resource needs in pre-	Approaches to ensuring staff discipline in pre-primary, basic and senior secondary education.	Challenges of teachers and education personnel in the performance of their duties and remedies in pre-primary,

primary, basic and senior secondary education	the School Based Management Committee (SBMC) in pre-primary, basic and senior secondary education. Concepts, functions, theories, and principles of human resource management in pre-primary, basic and senior secondary education.	primary, basic and senior secondary education.	Description of the factors affecting staff attendance and the management of the factors in pre-primary, basic and senior secondary education.	basic and senior secondary education. Analysis of international best practices in supporting teacher attendance and performance of duties.
(12) Effective delegation of duties in pre-primary, basic and senior secondary education	The concept, theories and principles of delegation of duties. The benefits of delegation of duties.	Approaches to creating a common understanding and buy-in of staff on delegation of duties. Challenges of delegation of duties and remedies	Approaches to building the capacity of leaders on the implementation of delegation of duties.	International best practices on delegation of duties in pre-primary, basic and senior secondary education Emerging issues on delegation of duties in pre-primary, basic and senior secondary education.
(13) Justice, equity and fair play in pre-primary, basic and senior secondary education	The concept of justice, equity and fair play applicable to students with references to the national and international frameworks (laws, policies, conventions, etc.)	The concept of multiculturalism and strategies for mainstreaming in all the relevant curricular and extra-curricular activities of the school.	Challenges of mainstreaming multiculturalism at the classroom and school levels and the remedies. Qualities of a model school on multiculturalism.	International best practices on multiculturalism in primary a Emerging issues on the implementation of multiculturalism in pre-primary, basic and senior secondary education.

		Benefits of multiculturalism.		
(14) Facilities and learning resources management in pre-primary, basic and senior secondary education.	Inventory and uses of facilities and learning resources; needs assessment and reporting. The concept of maintenance culture and application to the management of school facilities and teaching and learning resources	Technical know-how in the maintenance and effective use of facilities and teaching and learning resources.	Benefits of maintenance culture. Maintenance practices in model schools. Challenges of maintenance culture and remedies.	International best practices and emerging issues in the management of school facilities and teaching and learning resources.
LE/SLPS 004: Promoting school improvement, innovation and change				
(15) Strategic vision, plans and policies	The concept of improvement innovation and change. The concept, principles, and practices of annual school self-evaluation. Methodologies for the development and implementation of annual school development plans.	Components of school annual school self-evaluation. Content and use of school development plans to address key developmental challenges.	Skills for the development of school strategic vision, plans and policies. Qualities of a good strategic vision, plans and policies. The role of strategic vision, plans and policies in building excellent schools.	Approaches to evaluating and reviewing strategic vision, plans and policies. International best practices in school vision, mission, strategic plans and policies.

(16) Improvisation and use of local educational materials	The concept of improvisation of educational resources and case studies. Provisions and requirements stated in the school curriculum on the development and use of local educational resources.	Principles of development and use of local educational materials. Strategies for empowering students and teachers to design and use local educational materials.	Challenges of developing, designing and using local educational resources, and how to overcome the challenges.	The role of local resource persons and use of resources available in the local environment in teaching and learning. International best practices in the design, development and use of local educational resources. The role of research and other ways of promoting improvement, innovation and change .
(17) Quality assurance	The concept and principles of quality assurance. Reference to institutional, national and international policies and frameworks on quality assurance with respect to educational institutions.	The scope of quality assurance in primary and secondary education. Key agencies and officials responsible for ensuring quality assurance and their specific roles. The responsibility of teachers and education	Evaluation of the effectiveness of quality assurance; the challenges and remedies.	Benefits of quality assurance and impacts of failure of quality assurance. International best practices in quality assurance.

		personnel in quality assurance.		
(18) Health and safety for all	Concepts of health and safety in national and international frameworks and policies.	The scope of issues in health and safety in educational institutions. Key measures in ensuring health and safety. Procedure for addressing emergencies in health and safety issues in educational institutions.	Roles of the students, teachers, education personnel, school authority and government in ensuring health and safety in education institution. Challenges in implementing health and safety measures, and their remedies.	Principles and strategies to guarantee health and safety of all in education institution. International best practices in health and safety in education institutions.
LE/SLPS 005: Generating resources and ensuring accountability				
(19) Efficiency in the management of resources	The concept and classes of organizational resources. The concept of effectiveness and efficiency in the management of resources. The basic functions of management – Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting and Evaluation (POSDCORBE).	Concepts and styles of leadership, advantages and disadvantages. Application of the management theories, principles and practices to the management of resources in schools. Management perspectives: Theories, principles and practices	Key factors affecting the various classes of school resources and how to ameliorate the situation. The relationship between the school accountant and accounting officer (school leader).	The concept and implementation of transformational leadership style. Key initiatives of government, teachers, unions, communities and other stakeholders to upscale school resources. International best practices for optimizing school resources

(20) Transparency in the management of school finances	International, national and institutional referential frameworks for transparency and accountability in financial management. Approaches to presenting financial information to stakeholders.	The functions of the School-Based Management Committees, Ministry of Education, local community, civil society organizations and other stakeholders in ensuring financial transparency and accountability.	Challenges in transparency and accountability in schools and remedies.	International best practices and emerging issues in transparency and accountability in school finances.
(21) Resource generation	International, national and institutional referential frameworks for educational resources. Classes of educational resources and their strategic role in educational delivery.	Sources of resources for Pre-Primary, Basic & Senior Secondary Education the prospects and constraints.	The strategies for resource allocation to various departments, sections and programmes of the school. Self-help efforts by schools and communities to raise finances for the survival of the schools in times of economic recession.	Strategies for enhancing the capacity of school leaders to generate and manage resources. International best practices in the sourcing of resources for primary and secondary education and their relevance to Nigeria.
(22) Best practices in financial management	The concept of financial management. Basic accounting principles; institutional and civil service financial regulations.	Application of the financial management and basic accounting principles to the management of educational resources.	Sources of funding primary and secondary education in Nigeria, the prospects and constraints. Key issues to consider in allocation of financial	Key national economic indices affecting the finances of primary and secondary education.

		The concepts of effectiveness and efficiency applied to financial management. Interpretation of financial statements of account. Key strategies for avoiding financial waste or misuse of educational finance, including analysis of corrupt practices in schools and their remedies.	resources to competing educational needs or departments and sectors of the educational institution. Impact of limited finances on educational programmes and learning outcomes.	Application of concepts of effectiveness and efficiency to financial management
LE/SLPS 006: Supporting learners' enrolment, participation and learning				
(23) enrolment and retention of learners	Concepts and indicators of school enrolment and retention of an inclusive education. General factors promoting school enrolment and retention.	International, national and institutional referential frameworks for the promotion of school enrolment and retention of an inclusive education.	Factors at the classroom and school levels that reinforce school enrolment and retention. The role of the teachers and school leaders towards promoting school enrolment and retention.	Comparison of national and international indicators of school enrolment and retention of an inclusive education. International best practices and emerging issues on school enrolment and retention in an inclusive education.

	General factors militating against school enrolment and retention, and the remedies.			
(24) participation and completion of learners	Concepts and indicators of learner participation and completion International, national and institutional referential frameworks for the promotion of learner participation and graduation.	General factors promoting learner participation and completion. General factors militating against learner participation and graduation, and the remedies.	Factors at the classroom and school levels that reinforce learner participation and completion. The role of the teachers and school leaders towards promoting learner participation and graduation.	Emerging issues in learner participation and completion. And international best practices
(25) learning outcomes	International concepts and indicators of learning outcomes. General factors promoting learning outcomes. General factors militating against learning outcomes and the remedies.	International, national and institutional referential frameworks for the promotion of learner outcomes.	Factors at the classroom and school levels that reinforce learning outcomes. The role of the teachers and school leaders towards promoting learning outcomes.	Emerging issues in learning outcomes and international best practices The use of learning outcomes for teaching and learning improvement.

LE/SLPS 007: Engaging and working with the Community				
(26) Partnerships with community and government	International, national and institutional referential frameworks for school-community relations. A comprehensive list of stakeholders and their potentials for contributing towards the development of the school. The nature of engagements or type of issues that teachers and school leaders could handle with families particularly parents and guardians.	The role of the family, local community and non-state organizations (private, DPs, NGOs, CSOs, Private sectors, etc.) in promoting academic performance of pupils and students, and in accelerating the development of the school. The composition of the School-Based Management Committee and its linkage with the various stakeholders in the community.	Boosting the relationship between community, non-state organizations (private, DPs, NGOs, CSOs, Private sectors, etc.) for better academic performance of the students and pupils. Challenges in harnessing the resources and contributions from the family and community, and the solutions.	International best practices and emerging issues in school-community relationship, especially in terms of school-family relations for the benefit of the pupil and students' academic performance, and school-community relations for the overall development of the school.
(27) Needs of immediate school community	Education as agent or vehicle for the development of the local community, nation and humanity in general. SDG4 and other SDGs as a framework for the contribution of the school towards the development of	International, national and institutional referential frameworks on the role and obligations of the school towards the local community and humanity.	The role of the school in deepening the gains of SDG4 within the local community – providing quality education, inclusion, and lifelong learning for all.	Approaches to assessing the needs of the local community and for repositioning the school to meet them optimally. International benchmarks in meeting the needs of the local community by the school.

	the local community, nation, and humanity in general.			
(28) Corporate social responsibility (CSR) and community support	International, national and institutional referential frameworks on Corporate Social Responsibility (CSR) as applicable to schools and their local community.	Elements of the SDG4 and other SDGs that relate to CSR and their implications for the contributions of the school to the development of the community.	Challenges confronting CSR of schools and how they may be overcome.	Approaches to assessing areas of CSR intervention by the schools and how to meet them. International best practices and emerging issues on school CSR towards their local community.