



FEDERAL REPUBLIC OF NIGERIA
TEACHERS REGISTRATION COUNCIL OF NIGERIA
(FEDERAL MINISTRY OF EDUCATION)

POLICY ON CAREER PATH

FOR THE TEACHING PROFESSION IN NIGERIA



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(FEDERAL MINISTRY OF EDUCATION)

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FOR THE TEACHING PROFESSION IN NIGERIA

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

VISION

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

MISSION

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

MOTTO

Teaching for Excellence

CONTENTS

Copyright	i
Vision and Mission	ii
Contents	iii
Foreword	iv
Preface	v
Acknowledgment	vi
abbreviations	viii
1. Introduction	1
2. Context of the Policy	1
3. Goal and Strategic Objectives	2
4. Scope of the Policy	3
5. Key Principles	3
6. Career Stages for the Teachers and School Leaders	4
7. Teacher Recruitment and Deployment	6
7.1 Teacher Recruitment	7
7.2 Teacher Deployment	8
8. Teacher Management Framework:.....	9
8.1 Induction	9
8.2 Certification and Licensing	9
8.3 Internship	9
8.4 Mentoring	9
8.5 Placement and Movement on the Teaching Track	10
8.6 CPD Credits and Portfolios	10
9. School Leadership Framework	10
9.1 Qualification for Entering Leadership and Management	10
9.2 Certification in School Leadership Management	11
9.3 Registration and Licensing of School Leaders	12
9.4 Appointment	12
9.5 Induction	12
9.6 Deployment	13
9.7 CPD Credits and Portfolios	13
10. Teacher and School Leader Motivation and Retention	15
10.1 Financial Incentives	15
10.2 Non-Financial Incentives	15
11. Career Path Monitoring and Evaluation	16
Monitoring and Evaluation Framework	20
Index	23

FOREWORD

Teachers are the heart and soul of the education system, and the real drivers of school improvement. They are central to the achievement of the implementation of Sustainable Development Goal (SDG) 4 where member states are to ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.

Building on the various achievements in the education sector from National Policy on Education, National Teachers Education Policy (NTEP), Professional Standards of Teachers, Ministerial Strategic Plan (MSP), etc. for the first time in the Education system in Nigeria a policy targeted at remedying or stabilizing the teaching force, leading to maximum utilization of talents of experienced teachers and consequently improved learning outcomes. The Career Path Policy aims at improving the performances, competencies and skills of the professionally trained, registered and licensed teachers and school leaders in Nigeria. It proposes ways of strengthening career development and growth of all Nigerian teachers with a view to producing quality citizens that will drive the economic revolution of Nigeria as articulated in the National Policy on Education.

May I also state that the policy contains career stages for teachers and school leaders comprising of 4-tier career path in a vertical and horizontal track respectively. This track positions teaching profession as a life-long career for those aspiring to remain in the profession.

I, therefore, congratulate Teachers Registration Council of Nigeria (TRCN) for the monumental achievement and urge all stakeholders in the Education Sector to adopt and implement all provision and aspect of the Career Path Policy to enable teachers and school leaders advance in their profession.



Mallam Adamu Adamu

Honourable Minister

Federal Ministry of Education Abuja

PREFACE

The Teachers Registration Council of Nigeria (TRCN) was established by the TRCN Act 31 of 1993 now CAP T3 of 2004 to regulate and control the teaching profession in all its aspects and ramifications and at all levels of the education system in Nigeria in both public and private sectors.

The Council in fulfilment of her mandate of setting standards of knowledge and skills required to be a teacher and classifying from time to time members of the teaching profession according to their levels of training and qualification in order to revolutionise and standardise the teaching profession, has developed the Career Path Policy for The Teaching Profession in Nigeria at the Basic and Senior Secondary Education level.

The Career Path Policy for The Teaching Profession in Nigeria was developed to serve as a guiding principle for the career growth of teachers and school leaders in the Country which comprise 4-tier career path (Beginner, Mentor, Proficient & Distinguished).

This policy will facilitate paradigm shift in career path of teachers to align with international best practices in the profession. It aimed at improving the competences, performance and skills of professionally trained teachers and school leaders in Nigeria. I encourage all stakeholders in the Education Sector to support the implementation of the Career Path Policy at the Basic and Senior Secondary Education level.



Professor Josiah Olusegun Ajiboye
Registrar/Chief Executive
Teachers Registration Council of Nigeria

ACKNOWLEDGMENT

The Teachers Registration Council of Nigeria wishes to thank and appreciate all stakeholders, who in one way or another made this Career Path Policy and its Implementation Guidelines a reality.

Our special gratitude and appreciation go to the Honourable Minister of Education, Mallam Adamu Adamu, the Honourable Minister of State for Education, Honourable Emeka Nwajibu and the Permanent Secretary, Arc. S.T. Echono (FNIA) for their encouragement and exemplary leadership given to the development of the Career Path Policy. We also recognise the office of the Head of Service of the Federation for supporting the development of the Policy through participation in Stakeholder workshops and giving invaluable advice on the content of the Policy.

Worthy of note is the overwhelming support received from the TRCN Governing Board Chairman Prof. David Adamu Baike and his fellow TRCN Board members. We owe a special thank you to the Registrar/Chief Executive of TRCN, Prof. Josiah O. Ajiboye for his contributions and unalloyed support towards the development of the Policy document as well as his commitment to professionalising the Teaching Profession in Nigeria.

We specially appreciate the Technical Working Group, led by the lead Consultant Prof. Steve Nwokeocha, Executive Director AFTRA, Abuja for ensuring that the Policy met international standards. We also recognise the efforts of the members of the Working Group including: Mrs. Emma Mba (Cambridge Education), Anene-Maidon Magdalene (UNESCO), Dr. Olusola Alonge (RANA), Barr. Okoroafor Okechukwu (NUT), Badar Musa (Save the Children), Lilian Okoli (PERL) and Mayowa Alesin (UBEC) for their technical input and expertise throughout the entire development process. We also thank Esohe Eighbike from the Department of International Development (DFID), whose programmes (the Teacher Development Programme, RANA and especially PERL) along with Save the Children provided technical and also financial support for the policy development process.

The Policy couldn't have been complete without collaboration with other Federal Ministry of Education Parastatals such as UBEC, NTI, NCCE, NUC, NERDC and NIEPA. In addition, we recognise the importance of the input of a wide range of

stakeholders including teachers, Head Teachers and Principals, Education Secretaries, Directors of SUBEBs and State Ministries of Education, civil society groups including the Civil Society Action Coalition for Education for All (CSACEFA) and private school associations such as the National Association of Proprietors of Private Schools (NAPPS). In particular we would like to acknowledge and appreciate the support of an array of Academics – Prof. J.A. Ademokoya, Prof. B.I. Popoola, Prof. Alhassan Maicibi, Prof. D.U. Ngwoke, Prof. Sunday E.O. Iyamu, Prof. Ali T. Abdullahi, and Prof. Esther Oduwoluwu who were actively involved in enriching the Policy document. The Council also acknowledges Mr. Ola Christopher Olumiyiwa, Deputy University Librarian (Technical Services) University of Ibadan for editing the Policy. Finally, the TRCN staff notably the Directors (BLDR Rufus Nggaddah-DPPP, Mr. Adamu Bello-DPO, Dr. Stella Nwokeocha-DHRM and Mr. Atanda Popoola-Ag. DFA), Dr. Magaji Waziri, Mrs Mary Ogbene Abah, Mr. Festus Olowokere and Mrs Linda Adejo and other staff of the Planning, Research and Statistics Department, are commended for their commitment and contributions to the actualisation of this Policy.

Mrs Paulina Pwachom Pam

Director

Planning, Research and Statistics

TRCN

Abbreviations	
ANCOPSS	All Nigeria Conference of Principals of Secondary Schools
B.Ed	Bachelor's Degree in Education
BESDA	Better Education Service Delivery for All
CBT	Computer Based Test
CESA	Continental Education Strategy for Africa
COE	College of Education
CPD	Continuing Professional Development
CSACEFA	Civil Society Action Coalition Education for All
DFID	Department for International Development
FCT	Federal Capital Territory
FME	Federal Ministry of Education
LGA	Local Government Authority
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
M.Ed	Master's in Education
MCPD	Mandatory Continuing Professional Development
MOE	Ministry of Education
NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NERDC	Nigeria Educational Research and Development Council
NIEPA	National Institute for Educational Planning and Administration
NPE	National Policy on Education
NTEP	National Teacher Education Policy
NTI	National Teachers' Institute
NUC	National Universities Commission
NUT	Nigeria Union of Teachers
PDE	Professional Diploma in Education
PERL	Partnership to Engage, Reform and Learn
PGDE	Post graduate Diploma in Education
Ph.D. Edu	Doctorate Degree in Education
PSTPN	Professional Standards for Teaching Profession in Nigeria
RANA	Reading and Numeracy Activity
SDG	Sustainable Development Goal
SMOE	State Ministry of Education
SUBEB	State Universal Basic Education Board
TRCN	Teachers Registration Council of Nigeria
TSB	Teaching Service Board
TVET	Technical, Vocational Educational Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UBEC	Universal Basic Education Commission
USAID	United State Agency for International Development

1.0 INTRODUCTION

Teaching has been officially recognized as a profession in Nigeria by the establishment of Teachers Registration Council of Nigeria through CAP T3 of 2004. In an effort to strengthen the teaching profession in Nigeria, TRCN developed the Professional Standards for Nigerian Teachers (PSNT) in 2010, which outlined all the competences and skills required by a professional teacher to remain and grow in the profession. The 2010 PSNT was reprinted in 2012 and further reviewed in 2019. The current version changed the name to Professional Standards for the Teaching Profession in Nigeria.

The Professional Standards is a paradigm shift in policy from the “schemes of service” approach to a “career-based strategy” aimed at embracing the principles of performance management that integrates performance, competencies, skills and assessments for teachers' growth and development in the profession.

The Policy on Career Path is designed to operationalise the provisions of the Professional Standards for the Teaching Profession in Nigeria at the basic and secondary educational levels. The Professional Standards encompass all teacher education policies and frameworks that provide a clear pathway for teachers' professional competencies and career development.

The Policy, therefore, aims at improving the competencies and skills of the professionally trained, registered and licensed teachers and school leaders in Nigeria. This career path policy does not apply to unqualified teachers who are still in the system. Henceforth, all teachers employed into the profession will take personal responsibility for their professional and career development.

2.0 CONTEXT OF THE POLICY

The Policy on Career Path is fully backed by the Directive Principles of the Nigerian Constitution, which were designed to provide high-quality education to Nigerian citizens. The National Policy on Education (2013) recognizes the pivotal role of quality teachers in the provision of quality education at all levels.

The Teachers Registration Council of Nigeria Act Cap T3 of 2004 has given the Council powers to determine who are teachers, to set standards for the practice of teaching at all levels of the education system in Nigeria and to raise those standards from time to time as circumstances may permit.

The Education (National Minimum Standards and Establishment of Institutions) Act

Cap E3 of 1993 empowers the Minister of Education to maintain national standards in education and exercise these powers through the Agencies of the Federal Ministry of Education, of which the Teachers Registration Council of Nigeria is key.

The National Policy on Education as well as the National Teacher Education Policy have made provisions for the effective regulation of the Teaching Profession in Nigeria, part of which is to promote teacher preparation, continuous professional development, registration, licensing, internship, mentoring, and sound ethical foundations, amongst others.

Nigeria is a signatory to scores of international protocols, conventions and declarations on education, fundamental human rights, social and economic rights, as well as social justice and inclusion. The teacher and a virile education system are indispensable in the quest to actualize these. In particular, Nigeria as a member of the Africa Union is obligated to implement the African Union Continental Education Strategy for Africa (CESA 2016-2025). Also, as a member of the United Nations, Nigeria is mandated to implement the Sustainable Development Goal (SDG) 4- Inclusive and equitable quality education and lifelong learning for all. The CESA and SDG-4 are anchored on the improvement of the quantity and quality of teachers in the Member States. This Policy on Career Path addresses the provisions of the CESA and SDG4 regarding the teaching force.

3.0 GOAL AND STRATEGIC OBJECTIVES

3.1 Goal

The goal of the Policy on Career Path is to promote a culture of professional excellence among teachers and school leaders thereby guaranteeing a twenty first century learning environment that is inclusive and empowers all learners to attain their highest possible potential.

3.2 Strategic Objectives

The strategic objectives of the Policy are to:

- i. Provide a framework for the Identification, registration and licensing of all qualified teachers and school leaders in the Nigerian education system.
- ii. Facilitate the assessment of developmental needs of teachers and school leaders through self-appraisal and by other relevant stakeholders.
- iii. Provide support and guidance to enable teachers and school leaders attain their developmental and professional aspirations.
- iv. Ensure conduct of periodic assessment of the competences and performance of the teachers and school leaders to determine their required levels of attainment of the Professional Standards for the Teaching Profession and the Teachers Code of Ethics.

- v. Provide a framework for placing teachers and school leaders on the appropriate stages of the Career Path based on competence and performance.
- vi. Ensure employers reward teachers' advancement on the Career Path with both financial and non-financial incentives.
- vii. Ensure employers recognise and implement Career Path of Teachers and school leaders through giving them appointments and responsibilities commensurate to their levels.
- viii. Improve the status and management of teachers and school leaders in order to promote meritocracy and result-oriented professional practice.
- ix. Enhance the status of teachers and school leaders and restore public confidence and trust in the profession.
- x. Align the teaching profession in Nigeria with global best practices.

4.0 SCOPE OF THE POLICY

The statutory mandates of the Teachers Registration Council of Nigeria empowers it to regulate and control the teaching profession in all ramifications and at all levels of the education system, in both the public and private sectors.

This Policy:

- I. applies to teachers and school leaders from Pre-Primary through Basic and Senior Secondary Education in Nigeria.
- ii. deals fundamentally with initial preparation and continuing professional development of teachers and school leaders.
- iii. aligns with the Professional Standards and Code of Ethics for the Teaching Profession in Nigeria.
- iv. calls for innovative teacher motivation strategies that are both financial and non-financial in nature.
- v. addresses all stakeholders in the Teaching Profession and calls for synergy amongst them.

5.0 KEY PRINCIPLES

Principle 1: A successful implementation of the Policy on Career Path will create high impact learning environment and schools of excellence across Nigeria, which will accelerate public trust and restore the glory of the Teaching Profession.

Principle 2: The Professional Standards for the Teaching Profession in Nigeria is the foundation and pivot of the Policy on Career Path. Every step taken must be in accordance with the Standards. Therefore, this career path must be read in conjunction with the Professional Standards.

Principle 3: The career path rests primarily on teacher preparation and development, hence the education of teachers (both initial and continuing professional development) must seek to satisfy the relevant aspects and competences of the Professional Standards. It is only on this basis that the career path can become implementable. In other words, the career path will be competences-driven and evidence-based.

Principle 4: All teachers and school leaders are expected to pass through the career path, starting from the Beginner the very moment they are found qualified and enter the profession till they graduate to the Distinguished. The career path shall replace the categorisation of teachers based on qualification. The new Teaching License shall categorise teachers and school leaders according to their stage on the career path.

Principle 5: The career path is not another civil service salary grade level; rather, it is a ranking according to the levels of proficiency of the teachers and school leaders as professionals. Thus, the position of the teachers and school leaders on the career path is not determined by their cadre in the civil service or political posting. Instead, it is determined purely by their professional proficiency and accomplishments. It is expected that the educational and political authorities who make appointments and placements in the education sector will be guided by the career path policy.

Principle 6: The career path sanitizes the entire system of Standards in the Teaching Profession and brings about order and systematisation of the competencies. Every competence is matched with a particular position on the career path and thus, the pathway to proficiency is clear and well defined.

The career path clearly depicts the roles expected of teachers and school leaders at each stage such that in every situation, teachers and school leaders are challenged to prove their competences.

Principle 7: The career path is known for its motivational force because with the ranking of the professionals, everyone develops an internal, voluntary urge to rise and excel, a phenomenon that is lacking where all teachers or school leaders are graded according to length of service.

The career path shall serve as a useful guide to the educational and political authorities in the appointment and deployment of professional teachers and school leaders to critical positions in the education sector.

6.0 CAREER STAGES FOR TEACHERS AND SCHOOL LEADERS

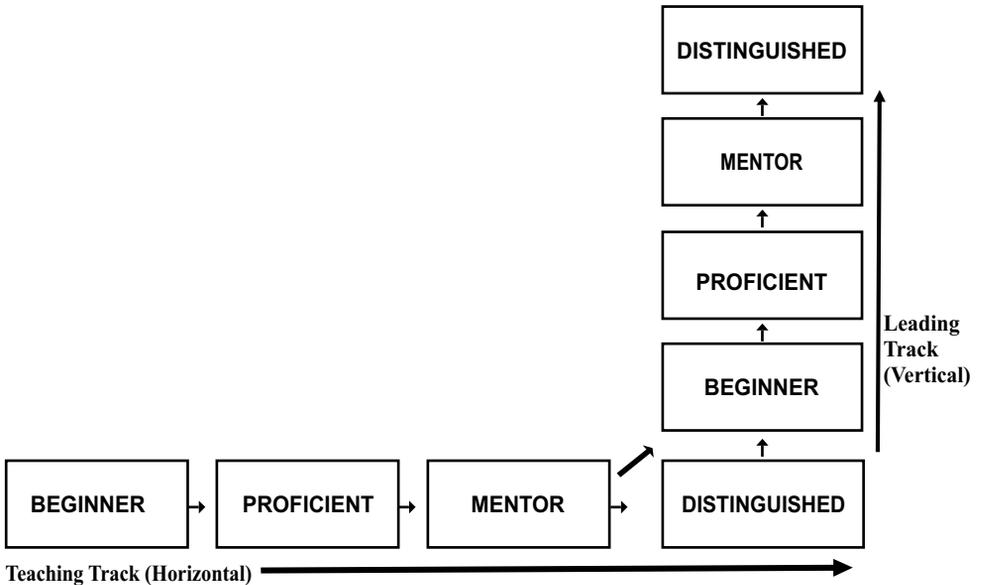
A four-tier career path is hereby created for Teachers and School Leaders at the Basic and Senior Secondary School levels of the Education system.

The four stages are:

1. Beginner
2. Proficient
3. Mentor and
4. Distinguished.

6.1 The Teaching and Leading Tracks

At Basic and Senior Secondary levels, a teacher must start with the Teaching Track as a beginner and later move over to the Leadership Track from either the Mentor or Distinguished Teacher stage as illustrated in the figure below. Thus, there are two movements: horizontal movement for the teaching track and vertical movement for the leading track



Teaching Track (Horizontal)

Figure 1: The Teaching and Leading Tracks progression Illustrated

The implication is that no teacher enters the education system as a school leader – a school leader must have attained at least the Mentor Teacher stage and meets the requirements for the Leadership Track before being appointed to lead a school. CPD courses for Mentor teachers shall include an introduction to leadership. The movement of a teacher from Mentor-Teacher to the Leadership Track should be on rare occasions such as where there are no qualified Distinguished Teachers to take up the responsibility.

6.2 Progression through the Tracks

A teacher requires a minimum of four years to advance from one stage to the next, while on the Leadership Track a leader requires a minimum of three years to move from one stage to another.

The movement from one stage to another on both Tracks (Teaching and Leadership) requires the teachers and leaders to earn minimum number credit hours while on their current stage and pass a standardised test for the next stage.

The credits are as follows:

- i. Basic and Senior Secondary Education Teachers - 40 credit hours of accredited Continuous Professional Development (CPD) or an additional professional qualification acquired within the period;
- ii. Basic and Senior Secondary Education Leaders - 60 credit hours of Continuous Professional Development (CPD) or an additional professional qualification acquired within the period.

6.3 Roles and Responsibilities

- i. Federal, States /FCT, LGAs and private school proprietors shall develop appropriate strategies to provide Continuous Professional Development (CPD) programmes for all teachers and leaders, including those in rural, remote and crisis-prone areas.
- ii. The National Teachers' Institute (NTI), National Institute for Educational Planning and Administration (NIEPA) and other training agencies/institutions shall provide Continuous Professional Development (CPD) courses to all teachers and school leaders as appropriate.

- iii. Teachers Registration Council of Nigeria (TRCN) in collaboration with National Teachers' Institute (NTI) and National Institute for Educational Planning and Administration (NIEPA) shall develop standardised course modules for the Continuous Professional Development (CPD) of teachers and school leaders.
- iv. Development partners and donor Agencies shall be encouraged to support the Continuous Professional Development (CPD) of teachers and school leaders by working collaboratively with TRCN and the training institutions.

7.0 TEACHER RECRUITMENT AND DEPLOYMENT

7.1 Teacher Recruitment

For the teaching profession to be attractive and achieve professionalism, teacher recruitment shall be needs-based, competency-based, transparent, free, fair and inclusive.

7.1.1 Recruitment Guidelines:

- i. Assessment of priorities and comparative areas of need: appropriate authorities will receive reports from school leaders and agree on the number of vacancies to be filled in the light of need and the budgetary situation. Needs assessment will be conducted based on gender, subjects, level of specialisation and stages of career path.
- ii. Inclusiveness: the recruitment of qualified persons with disabilities shall be encouraged. Employers shall consider the gender balance of the workforce and encourage gender equity in the recruitment process.
- iii. Merit and quality of performance: the recruitment process shall be structured to shortlist suitable and qualified candidates based on set criteria.

7.1.2 Criteria for Recruitment

- i. The minimum qualification required for recruitment of teachers into Basic Education shall be Nigeria Certificate in Education (NCE). A Bachelor's Degree in Education or a non-education degree with a Post Graduate Diploma (PGDE) in Education shall be required for teachers of Senior Secondary.
- ii. The teacher must be registered and licensed by the Teachers Registration Council of Nigeria (TRCN).
- iii. Teachers already engaged in teaching but not professionally qualified

- shall be given a stipulated period within which to qualify for registration and licensing by the TRCN or leave the profession.
- iv. Universal Basic Education Commission (UBEC), employers of teachers and school leaders and relevant State MDAs (SMoE, SUBEB and TSB) shall maintain databases of all their teachers. The database shall be used to identify recruitment needs and identify gaps in the teaching service in all public and private Schools.
 - v. The Teachers Registration Council of Nigeria (TRCN) shall maintain a database of all registered teachers which is harmonised with the databases mentioned in paragraph (iv) above.
 - vi. Teaching vacancies shall be advertised through relevant channels to ensure the widest possible audience. Advertisement shall include job descriptions, subject requirement and location.
 - vii. There shall be a standardised screening process for recruitment of teachers, whereby employers shall use TRCN approved standards and testing instruments.
 - viii. Only qualified, competent and credible professionally trained and registered candidates shall be shortlisted, and the list published.

7.2 Teacher Deployment

Teacher deployment is a critical factor in improving the quality of education. The process of deployment of teachers shall be aimed at reducing the teacher-pupil ratio, filling gaps in schools and ensuring equitable distribution of teachers across schools in both rural and urban areas.

7.2.1 Deployment Guidelines:

- i. Teachers can be posted to any location based on need as identified by the schools and employers. For the public school's teachers shall not be redeployed from the location of their posting until they have spent a minimum period of three years in such locations.
- ii. Employers will review postings and may repost teachers amongst schools. The process shall involve employers consulting with (a) schools to determine their needs and (b) teachers to determine their preferences.
- iii. Teachers shall have the opportunity to apply for reposting after serving a minimum of three years in a particular school. Such requests shall be considered as part of the regular recruitment / posting process taking account of declared vacancies. Consideration may be given to special cases. Employers shall prepare and publish guidelines for the reposting of teachers.

- iv. In recognition of the need to attract teachers to schools in rural and hard-to-reach areas one of the conditions for promotion to Mentor and Distinguished Teacher shall be that, at some point during their career, a teacher will have served a minimum of three years with satisfactory service in a rural school.

8.0 TEACHER MANAGEMENT FRAMEWORK:

8.1 Induction:

- i. Teachers Registration Council of Nigeria shall continue its policy of induction of teachers at the point of graduation.
- ii. It shall be obligatory for employers of teachers to conduct orientation workshops for Beginner Teachers immediately after their employment.

8.2 Certification and Licensing:

- i. The Teachers Registration Council of Nigeria extant policy requires that teachers shall be certified and licensed.
- ii. After graduation from a teacher education programme (NCE or B.Ed or PGDE), every new teacher shall be registered and certified by the TRCN upon passing the professional qualifying examination.
- iii. A teacher shall qualify to be licensed after at least one year of successful internship with mentoring.
- iv. Every teacher shall be required to renew their professional teaching license every three years provided they meet requirements set out in the Professional Standards.

8.3 Internship:

- i. Beginner-Teachers shall be considered as interns for the first one year of employment. During this period, they must have teachers designated to serve as their mentors and school leaders shall take necessary steps to support them.
- ii. Beginner-Teachers shall practice independently on completion of the one-year internship and a satisfactory report from the school.

8.4 Mentoring:

- i. Teachers who are categorised as proficient, mentor and distinguished shall serve as mentors and guides to Beginner-Teachers and provide professional report on their performance as may be required by the school authorities.
- ii. These responsibilities are already built into the Professional Standards as integral part of the expected competences of teachers at these levels.

8.5 Placement and Movement on the Teaching Track:

The initial categorisation of teachers for their placement on the teaching track will be based on their performance in the competency assessment test. The test items for the competency test shall be based on the specific competences stated in the Professional Standards for each career stage and will be computer-based. The table below sets out the length of service required before a particular competency assessment test can be taken by a teacher.

Table 1: Length of Service Requirement for Categorisation

Length of Service	Possible Categorisation
0-4 years	Beginner
5-8 years	Proficient
9-12 years	Mentor
13 years and above	Distinguished

For a teacher to progress to the next career stage, they shall (i) pass the relevant competency assessment test and (ii) have the required CPD credits or professional qualification. The requirements for Continuing Professional Development (CPD) credits will not come into force until a grace period of four years after the policy comes into effect. Thereafter, the competency assessment for teachers who wish to progress to the next career stage will constitute only 60% while the CPD credits will be 40%, giving a total of 100%. Pass mark in the competency assessment test shall be 50%. The Teaching Licenses of Teachers shall bear the career stage attained.

8.6 CPD Credits and Portfolios:

- i. All MCPD providers shall have their programmes accredited and credit hours determined by the Teachers Registration Council of Nigeria.
- ii. Teachers shall take responsibility for documenting evidence of the CPD credits and updating their data with the Teachers Registration Council of Nigeria.

9.0 SCHOOL LEADERSHIP FRAMEWORK

9.1 Qualification for Entering Leadership Track

- I. A teacher must possess a minimum qualification of B.Ed. or a degree with PGDE or PDE before being considered for an appointment as a school leader.

- ii. A teacher must be a Mentor or Distinguished Teacher before being considered for an appointment as a school leader.

9.2 Certification in School Leadership and Management:

- i. The Certification Programme shall be a Post-Graduate Diploma, with a variety of flexible teaching, learning and assessment approaches to be designed by the training institutions and accredited by the Teachers Registration Council of Nigeria.
- ii. Entry requirement into the programme shall be a minimum of B.Ed or Bachelor's degree with PGDE or PDE.
- iii. The programme shall consist of seven modules being exactly the seven domains of the Professional Standards on School Leadership and a candidate shall earn a minimum of 90 credits to graduate successfully, as shown below.

Table 2: Modules and credits of the School Leadership and Management Programme

Course Code/ Level	Modules Titles	
700	Developing self and subordinates	10
700	Leading professional knowledge, practice and conduct	10
700	Managing resources in the school	10
700	Promoting school improvement, innovation and change	10
700	Generating resources internally and ensuring Accountability	10
700	Supporting learners' enrolment and participation	10
700	Engaging and working with the Community	10
700	Project	20
Total		90

- i. The candidates shall also undertake a research project on any aspect of school leadership.

- ii. The Postgraduate Diploma shall be taken by Beginner School Leaders. They shall have three (3) years to complete this programme and this must be done before they can progress to the Proficient leader stage.
- iii. The mandatory requirement for Certification in School Leadership and Management will take effect after a grace period of four years. This is to enable appropriate planning and take off of the training programme by the relevant Teacher Education Institutions.

9.3 Registration and Licensing of School Leaders:

- i. School Leaders shall register and obtain a Leadership license from the Teachers Registration Council of Nigeria.
- ii. School Leaders shall take a Computer Based competency test (CBT) on school leadership set by TRCN.
- iii. School Leaders will only be issued the License if they earn 50% or above in the competency test.
- iv. In line with the four-year period of grace during which the Certification in Leadership and Management shall not count, the School Leaders shall be tested and placed on the appropriate stage on the Leadership Track based only on years spent as School Leader and the performance in the competency CBT.
- v. After the four-year grace period, a serving school leader will require the Certification in Leadership and Management to be considered eligible to write the School Leadership test which will enable them to progress to the next stage of the Leadership Track.

9.4 Appointment:

- i. The appointment of School Leaders shall be based on merit and with prior Licensing from the Teachers Registration Council of Nigeria.
- ii. The appointment shall not violate any aspect of this Policy on Career Path.

9.5 Induction:

- i. Newly appointed and promoted school leaders shall undergo an induction programme relevant to their level on the leadership track. This shall comprise of orientation briefings and meetings as well as workshops and roundtables as the case may be.
- ii. Mentor and Distinguished Leaders shall be required to support Beginner-Leaders and assist them to overcome their professional challenges.

- iii. The employers and education authorities shall do everything necessary to support the Beginner-Leaders to succeed in leading and managing their institutions.

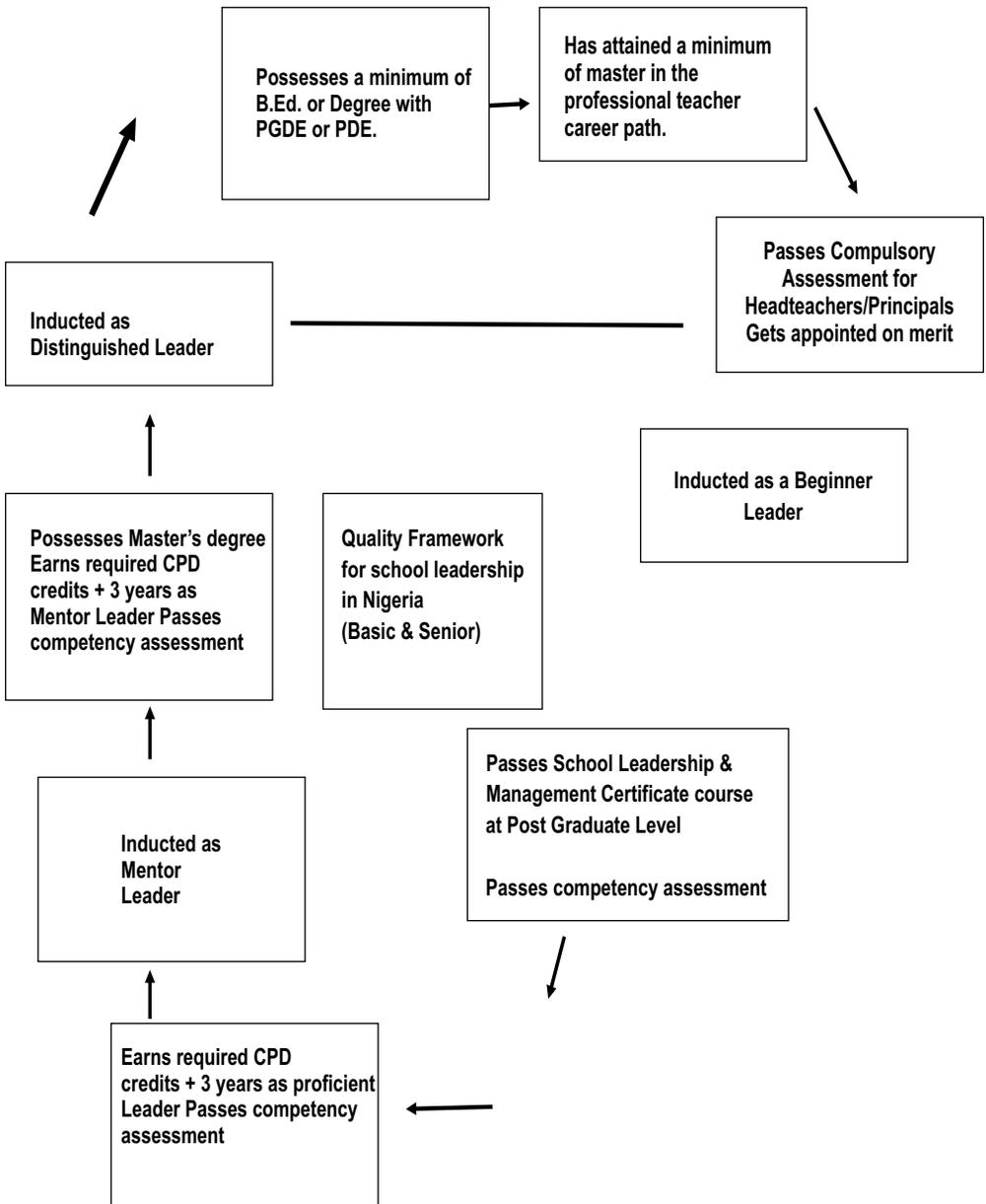
9.6 Deployment:

The deployment of School Leaders shall take cognisance of their abilities vis-à-vis the size of the schools and other realistic administrative or environmental factors.

9.7 CPD Credits and Portfolios:

- i. During the four-year grace period, CPD credit units will not be needed for a School Leader to move from one career stage to the next.
- ii. Employers shall be responsible for providing relevant CPD opportunities for School Leaders to enable them to obtain the necessary credits to proceed to the next career stage.
- iii. All MCPD providers shall have their programmes accredited and credit hours determined by the Teachers Registration Council of Nigeria.
- iv. School Leaders will take responsibility for documenting evidence of the CPD credits and updating their data with the Teachers Registration Council of Nigeria.

Figure 2: Quality framework for school leadership In the Basic and Senior Secondary Education



10.0 TEACHER AND SCHOOL LEADER MOTIVATION AND RETENTION

Teachers need to be motivated with improved conditions of service and adequate incentives to exert their best effort for effective teaching and learning, to make the teaching profession more attractive and to remain in the teaching profession.

10.1 Financial Incentives:

- i. All teachers shall be placed on the Teachers' Salary Structure as recommended by the National Teacher Education Policy.
- ii. A rural posting allowance of 30% of basic salary shall be given to teachers and school leaders deployed to rural, hard-to-reach and crisis-prone areas.
- iii. A special allowance of 30% of basic salary shall be provided for teachers of children with special needs and school leaders of special needs schools as stated in the National Policy on Implementation of Special Needs Education.
- iv. A special allowance shall be provided for technical, vocational education and training (TVET) and science teachers.
- v. A special allowance shall be provided for school leaders
- vi. Employers are encouraged to enhance several other allowances (e.g. car and housing loans) to address the relevant needs of their teachers and school leaders.

10.2 Non-Financial Incentives:

Employers are urged to be innovative with their motivation strategies such that they could equally motivate their teachers and school leaders using non-financial incentives. These are “opportunities for autonomy, self-actualization, empowerment and decision-making control within the classroom and school environment” *UNESCO-IICBA (2017) Teacher Support and Motivation Framework for Africa*.

- i. Teachers and School Leaders' Continuous Professional development and training
 - a) Teachers and school leaders shall be provided with opportunities for capacity building through workshops, seminars, conferences at school-based, cluster-based, national and international levels periodically, based on needs assessment.
 - b) Participation at such trainings shall be recognized and certificated.
- ii. Participatory decision- making:

- a) School leaders shall have autonomy to make decisions about their schools in line with existing policies.
- b) Decision-making in the school shall be inclusive and participatory and some responsibilities shall be decentralised to involve teachers.
- iii. Consistency in promotion: Teachers and school leaders shall be promoted as and when due.
- iv. Job security: Teachers and school leaders shall enjoy continuity of employment in line with labour laws and shall not be subjected to arbitrary termination of appointment.
- v. Recognition of the teaching profession: Efforts shall be made to uphold the status of teachers and school leaders and the conditions that sustain teaching as a profession.
- vi. Conducive working environment
 - a) School leaders shall be given adequate resources to manage their schools.
 - b) Teachers shall be supported in the teaching–learning process through: provision of adequate instructional resources and learning materials; adequate infrastructure; adequate class size; and a conducive and safe learning environment in the school.
- vii. Recognition for performance: There shall be a reward system for performance for teachers and school leaders.

11.0 CAREER PATH MONITORING AND EVALUATION

11.1 Purpose

Systematic monitoring of progress towards targets and evaluation of policy outcomes within the policy cycle are key components of evidence-based policy making and implementation.

The monitoring and evaluation framework is required for the assessment of the policy's impact in terms of its effectiveness, outcomes as well as information that will help future reviews of the policy.

11.2 Objectives

The key objectives of the monitoring and evaluation of the policy on career path for teachers are to:

- i. inform the need for improving decision-making process during implementation of the policy including support to employers to

- implement the policy;
- ii. estimate the outcomes and impact of the policy; and
- iii. enhance organization learning.

11.3 Policy Cycle

The Policy Cycle will provide guidance for implementation of its monitoring and evaluation framework. The first cycle will run for six years following the cycle of development and implementation displayed in figure 10.1 below. Data will be collected to monitor all the phases/stages of the policy cycle for the career path for teachers.

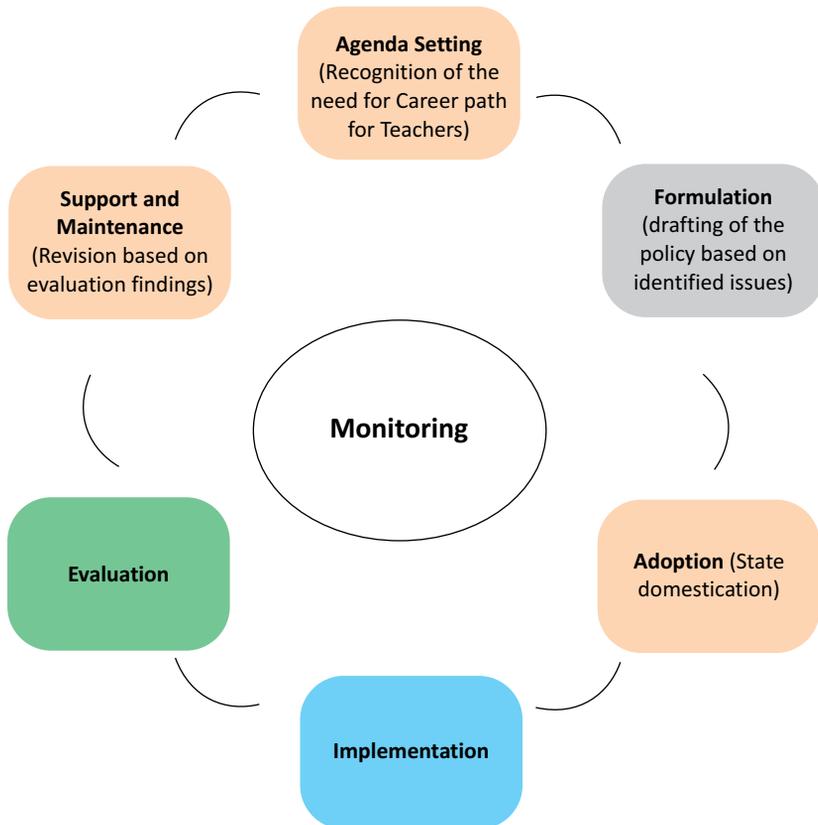


Figure3: Career Path Policy Cycle

11.4 Theory of Change

The Theory of Change will provide the basis for managing, monitoring and evaluating the various activities of career path by providing a link and connection between various variables of interest. Basically, it will form the basis for assuming that the various activities and actions in the policy leads to achieving the desired goal. The theory of change provided herewith therefore assume that the various actions in the policy will influence the achievement of the primary objectives and outcomes of effective career path for teachers in Nigeria.

If a teacher/leader is recruited / appointed based on merit...
 And if a new teacher/leader is given induction and mentored.
 And if a teacher/leader is registered and licensed...
 And if a teacher/leader is supported to assess their developmental and professional aspiration...
 And if a teacher/leader is given opportunities for development based on their needs...
 And if a teacher/leader is given a conducive working environment...
 And if a teacher/leader can advance in their career based on their performance...
 And if a teacher/leader is motivated...
 Then ...
 Teachers will be effective in the classroom....

11.5 Critical Assumptions

The goal of the Policy on Career Path is to promote a culture of professional excellence among teachers and school leaders. This will engender a twenty first century learning environment that is inclusive and empowers all learners to attain their highest possible potentials.

The general assumption is that career advancement will lead to job and economic security which will also impact positively on other sectors. However, a number of issues could facilitate or inhibit desired outcomes notably a helping work environment, job security and equal opportunity for all teachers to advance along the career path without prejudice.

11.6 Monitoring and Evaluation Approach

To understand the relevance, effectiveness, efficiency, and sustainability of the policy implementation, TRCN will conduct a Baseline and End line evaluation for the Policy on Career Path for teachers. The result of the finding

will help to understand the impact of the policy objectively and provide a yardstick for engaging stakeholders to build commitment to desired change. The Baseline evaluation will not only serve as reference point but as an engagement tool to get States' buy-in in adopting and domesticating the policy. Similarly, the end line evaluation dissemination will provide necessary information for evidence -based revision of the policy after the initial life cycle.

A process monitoring approach will be used to ascertain the implementation of the policy. This will help to determine if all the implementation activities are being undertaken at various levels. This will be done on bi-annual basis using a checklist. Data to be generated will be used to inform decisions relating to the policy implementation.

11.7 Data Collection

To track the progress of implementation of the policy development and implementation through the relevant indicators identified, TRCN will develop an electronic database for registered teachers which will aid the update of all information relating to registration, professional development, renewal of license, recertification ranking, and incentives received from moving up the career path. In addition, TRCN will collect and analyse data relating to participation in the state-level adoption of the policy document and progress of implementation at state level through it state offices. All data will be analysed periodically by TRCN and feedback shared with relevant stakeholders to improve implementation.

Monitoring and Evaluation Framework

Objective	Indicator
a) Provide a framework for the Identification, registration and licensing of all qualified teachers and school leaders in the Nigerian education system.	<ul style="list-style-type: none"> % of qualified teachers registered % of qualified teachers licensed % of qualified school leaders registered % of qualified school leaders licensed
b) Facilitate the assessment of developmental needs of teachers and school leaders through self-appraisal and by other relevant stakeholders.	<ul style="list-style-type: none"> % of teachers whose developmental needs have been identified % of school leaders whose developmental needs have been identified
c) Provide support and guidance to enable teachers and school leaders attain their developmental and professional aspirations.	<ul style="list-style-type: none"> % of teachers who received support and guidance on their developmental and professional aspirations % of school leaders who received support and guidance on their developmental and professional aspirations
d) Ensure conduct of periodic assessment of the competences and performance of the teachers and school leaders to determine their required levels of attainment of the Professional Standards for the Teaching Profession and the Teachers Code of Ethics.	<ul style="list-style-type: none"> % of states that have periodically assessed competences of teachers % of states that have periodically assessed competences of school leaders % of teachers assessed for competences based on professional standard for the teaching profession % of school leaders assessed for competences based on professional standard for the teaching profession % of teachers/leaders given the opportunity to earn the minimum number of credits while on their current stage % of teachers/leaders within each career stage % of teachers/leaders who progress to the next career stage after five years % of teachers / leaders recertified after every 5 years % of teachers/leaders who take the professional qualifying examination % of teachers/leaders who pass the professional qualifying examination % of states/employers providing induction to beginning teachers / leaders immediately after employment / appointment.

	<p>% of states/employers providing mentorship to interns/ beginning leaders.</p> <p>% of interns / beginning leaders supported by mentors.</p>
e) Provide a framework for placing teachers and school leaders on the appropriate stages of the Career Path based on competence and performance.	<p>% of states which have placed teachers on appropriate stages on the Career Path</p> <p>% of states which have placed school leaders on appropriate stages on the Career Path</p>
f) Ensure employers reward teachers' advancement on the career path with both financial and non - financial incentives.	<p>% of states rewarding teachers' advancement with both financial incentives</p> <p>% of states rewarding teachers' advancement with both non - financial incentives</p> <p>% of states rewarding school leaders' advancement with both financial incentives</p> <p>% of states rewarding school leaders' advancement with both non -financial incentives</p>
g) Ensure employers recognise and implement career path of teachers and school leaders through giving them appointments and responsibilities commensurate to their levels	<p>% of school leaders appointed by government based on merit and their level on the career path</p> <p>% of teachers appointed/assigned responsibilities based on merit and their level on the career path</p>
h) Enhance the status of teachers and school leaders and restore public confidence and trust in the profession.	<p>% of teachers who are motivated</p> <p>% of first -rated graduates going into teaching</p> <p>% of states/ employers using allowances to address relevant needs to teachers and school leaders</p> <p>% of states/employers with effective promotion systems (NTEP)</p> <p>% of teachers working in conducive working environments</p>

	<p>(NTEP – T&L resources, infrastructure and class size) % of states implementing Policy on Career Path for the Teaching Profession in Nigeria.</p> <p>% of states that domesticated the Policy on Career Path for the Teaching Profession in Nigeria.</p>
<p>I) Align the teaching profession in Nigeria with global best practices.</p>	<p>% of international frameworks for teacher professionalization which Nigeria signed up to and domesticated</p>
<p>j) Improve the status and management of teachers and school leaders in order to promote meritocracy and result -oriented professional practice.</p>	<p>% of states/employers with effective recruitment systems in place (N TEP) (PTR ranges) % of teachers / leaders who have minimum requirements</p> <p>% of states/employers with effective deployment systems in place (NTEP) (PTR ranges) % of states/employers encouraging teachers to serve in rural schools through incentives (NTEP) % reduction in teacher shortages in rural areas % of states/employers providing recommended allowance for teachers and school leaders providing education for special needs</p>

Index

a/

- Abah, Mary Ogbene, vi
- Abdullahi Ali T., vi
- Accountability,11
- Accreditation, ii
- Adamu, Adamu, iv, vi
- Adejo, Linda, vi
- Ademokoya, J. A., vi
- Advertisement,13
- African Union,9
- Ajiboye, Josiah Olusegun,6, vi
- Alesin, Mayowa, vi
- Alonge, Olusola, vi
- Anene-Maidon, Magdalene, vi
- Appointment(s), 3,4,10,11,12,16
 - and deployment, 6,8
 - and placements,10
 - and responsibility,10

b/

- Basic Education,7, 13,
- Beginner, the,11, 12, 15, 16
 - Leaders, 17, 19
 - School leaders,17
 - Teachers,15,25
- Baike, David Adamu,vi

c/

- Categorization of teachers,11, 16
- Certification,
 - and licensing,15, 17
 - in Leadership and Management,17
 - Programme,16
- Capacity building,20
- Career-based strategy,9
- Career development,5, 9
- Career Path,19, 21, 22, 25, 26
 - Monitoring and Evaluation,21
 - Policy,5-7, 9-11, 17, 21, 22
- Career stage(s),11. 16, 18, 25
- Change,
 - Theory of,22

Civil Service Salary Grade Level,11
 Competencies,15
 Systematisation of the,11
 Competency assessment test,16, 17, 19
 Computer-Based Test (CBT),17
 Continental Education Strategy for Africa
 (CESA),9
 Continuing Professional Development
 Credits,19
 and Portfolios,16, 18

d/

Data Collection,22
 Deployment,18
 Guidelines15
 Development partners,
 and donor agencies,13
 Developmental needs,10
 Disabilities,13
 Discipline,3
 Distinguished, the,11, 12, 15-7
 -Leader,19

e/

Echono, Sonny S. T.,7
 Education,
 authorities,17
 Federal Ministry of,9
 Minister of,9
 National standards in,9
 Sector,5, 11
 Education system,3, 5, 9-12
 Nigerian,10,24
 Educational,
 and political authorities,11
 Eigbike, Esohe,7
 Ethical foundations,9
 Evaluation,
 Baseline,22
 End line,22

f/

Fundamental human rights,9

g/

Gender equity,13

i/

Implementation Guidelines,7

Incentives,

Financial and non-financial,10,20,26

Inclusiveness,13

Induction,15,17,22

Instructional resources,20

International protocols,9

International standards,3, 7

Internship,15

Iyamu, Sunday E.,7

l/

Labour laws,20

Leadership Track,11, 12, 16, 17

Learning environment,10, 22

High impact,10

Learning materials,20

Learning outcomes,5

Lifelong learning,9

m/

Maicibi, Alhassan,7

Mandatory Continuing Professional
Development,17, 18

Mba, Emma,7

Mentor, the,11, 12, 15-17, 19, 25
-Leader,19

Mentoring,15

Meritocracy,10

Ministerial Strategic Plan (MSP),5

Monitoring,21

and evaluation approaches,22

and evaluation framework,21, 22, 24

Motivation

and Retention,20

Strategies,20

Musa, Badar,7

n/

National Commission for Colleges of
Education,7

- National Institute for Educational Planning and Administration (NIEPA), 7,13
- National Minimum Standards, and Establishment of Institutions,9
- National Policy on Education,5, 9
- National Teachers Education Policy (NTEP),5, 9, 20, 26
- National Teachers' Institute,13
- National Universities Commission,7
- Needs assessments,13
- Ngwoke, D. U.,7
- Nigeria Educational Research and Development Council,7
- Nigerian Constitution, Directive Principles of,9
- Nwajuibu, Emeka,7
- Nwakeocha, Steve,7
- o/**
- Oduolowu, Esther,7
- Okechukwu, Okoroafor,7
- Okoli, Lilian,7
- Olowokere, Festus,7
- Orientation workshops,15
- p/**
- Pam, Paulina Pwachan,7
- Performance, Management,9 Quality of,13
- Policy Cycle,21
- Policy development process,7
- Political posting,11
- Popoola, B. I.,7
- Pre-Primary Education,10
- Professional aspirations,22, 24
- Professional development, and Portfolios,16 continuous,9-13, 20 credits,16
- Professional excellence,10,22
- Professional practice,26
- Professional qualifying examination,16
- Professional Standards, for Nigerian Teachers (PSTN),9

- of Teachers,5, 10, 11, 15, 16, 25
 - on school leadership,16
 - Professional teacher(s),9, 11, 19
 - Professional teaching license,15
 - Professionalism,3, 13
 - Proficiency,
 - Levels of,11
 - Pathway of,11
 - Professional,11
 - Proficient, the,11, 12, 16
 - Leader,9
- r/**
- Recruitment,
 - Criteria for,13
 - Guidelines,13
 - /Posting process,15
 - Screening process for,13
 - Registration,
 - and licensing,13,17
 - Responsibilities,
 - Role and,12
 - Reward system,20
 - Rural posting allowance,20
 - Rural schools,15
- s/**
- School leaders,5, 6, 10-13, 15, 17, 18, 20, 22, 24-26
 - Registration and Licensing of,17
 - Teacher and,20
 - School leadership,17
 - and Management,16
 - Framework,16
 - Quality framework for,19
 - Test,17,18
 - Self-appraisal,16, 24
 - Senior Secondary Education,6, 9, 10-13, 19
 - Service,
 - Length of,11, 16
 - Schemes of,9
 - Social and economic rights,9
 - Special allowance,20
 - Standardised test,12

Sustainable Development Goal (SDG),5, 9

t/

Teacher deployment,13, 15

Teacher education,9

and practice,3

institutions,17

programme,15

Teacher Management framework,15

Teacher motivation strategies,10

Teacher preparation,9,11

and development,11

Teacher professionalization,26

Teacher recruitment,13

Teachers' Code of Ethics,10, 25

Teachers' growth and development,9

Teachers Registration Council of Nigeria

(TRCN),5-7, 9, 10, 13, 15-8, 22, 23

Teachers' Salary Structure,20

Teaching-learning process,20

Teaching license,11,16

Teaching profession, 3, 5, 6, 7, 9, 10, 11, 13, 20,

25, 26

Teaching service,13

Teaching Track,11, 12, 26

Training,

and qualification,6

institutions,16

programme,17

u/

United Nations,9

Universal Basic Education Commission,7, 13