



FEDERAL MINISTRY OF EDUCATION

NATIONAL TEACHER POLICY (NTP)

NOVEMBER 2025





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FOREWORD

Teachers stand at the heart of our national education development goals. They are the basis of quality learning and the architects of human capital development. A nation's growth is ultimately measured by the strength of its teachers, their competence, and their commitment to shaping future generations.

The National Teachers' Policy (NTP) represents a bold step in advancing the Federal Government's vision for a well-trained, motivated and empowered teaching workforce. It provides a unified framework that addresses every aspect of the teacher's professional journey, from preparation and certification to Continuous Professional Development (CPD), welfare and career progression. Through this Policy, we reaffirm our collective resolve to reposition the teaching profession as one of dignity, prestige and purpose.

This renewed policy aligns with the broader objectives of the Renewed Hope Agenda of the current administration, which places education at the centre of national transformation. It is also a key component of the Ministry's broader focus on improving education quality and standards through teacher training and capacity building. It reflects the Government's strong commitment to ensuring that every Nigerian child has access to quality learning, delivered by competent and inspired teachers.

The success of this policy has been made possible through the collaboration of all stakeholders in teacher education and management, including the Teachers Registration Council of Nigeria (TRCN), National Commission for Colleges of Education (NCCE), National Teachers' Institute (NTI), Universal Basic Education Commission (UBEC), professional associations and development partners. The Federal Government particularly acknowledges the technical and financial support of UNESCO and the European Union respectively, whose partnership has been instrumental in bringing this policy to fruition.

The National Teachers' Policy (NTP), along with the accompanying implementation guideline is therefore more than a document, it is a national commitment to building an education system driven by competent, motivated and respected teachers. I call on all stakeholders, state governments, agencies, institutions and partners to ensure faithful implementation and sustained collaboration in realizing the vision that this policy embodies. Together, we can empower our teachers, transform

Dr. Tunji Alausa, *CON*
Honourable Minister of Education



PREFACE

The development of the National Teachers' Policy (NTP) is the outcome of an inclusive and evidence-based process aimed at repositioning the teaching profession in Nigeria. It reflects the shared commitment of government and partners to strengthen teacher preparation, professional development, welfare and accountability within a coherent national framework.

The journey began with the National Teacher Education Policy (NTEP), which guided teacher education in Nigeria since 2014. Over the years, its implementation was closely monitored and valuable lessons were drawn from the field. The findings revealed remarkable progress but also highlighted important gaps, particularly in the coordination of institutions, regulatory efficiency and overall implementation of the policy.

Recognizing that teacher-related issues go beyond education and training, the policy was comprehensively reviewed, expanded in scope and renamed the National Teachers' Policy (NTP) to reflect its broader focus on the entire teacher lifecycle. This process brought together all key stakeholders in teacher education and management, including TRCN, NCCE, NTI, UBEC, the Federal Ministry of Education and State Ministries of Education, Unions in the Teacher Education sub-sector, development partners and civil society organizations.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the European Union also provided both technical and financial support respectively throughout the review and finalization stages, working closely with the Federal Ministry of Education and national institutions to ensure global alignment and local relevance.

Importantly, the NTP includes a comprehensive Implementation Guideline that specifies institutional roles, coordination mechanisms and monitoring arrangements. This ensures that every participating institution understands its responsibility in achieving the policy's objectives and that implementation remains measurable and accountable.

As we present this policy, I commend all stakeholders who have contributed to its development and reaffirm the Ministry's commitment to translating its provisions into action. This document reflects the depth and inclusiveness that can only emerge from meaningful collaboration and when implemented with diligence and clear guidance, it will elevate the teaching profession in Nigeria

Prof. Suwaiba Said Ahmad
Honourable Minister of State for Education



INTRODUCTION

Many factors that influence education quality are tied to the status of teaching as a profession. When teaching loses social and professional standing, it becomes less attractive to high-quality candidates and can leave existing teachers demotivated. It is therefore, critical to address teacher issues head-on if the desired improvements in education outcome are to be attained.

In Nigeria, access to basic and post-basic education has expanded considerably in recent years. This expansion shows growing confidence in the potential of the education system to develop human capital and meet global goals. However, the quality of learning has not kept pace. Persistent problems, including uneven training, inadequate support for teachers, and fragmentation among existing policies continue to hamper teaching quality. Several efforts have been made to uplift the profession, but what has been lacking is a coherent, unified framework and full implementation. Therefore, it became imperative to wholistically review the policy and implementation gaps discovered in the former National Teacher Education Policy (NTEP), which focused majorly on teacher education and come up with a more comprehensive policy to address the inherent challenges.

The National Teacher Policy (NTP) provides a coherent and comprehensive framework to revolutionize how teachers are prepared, recruited, supported, managed and retained. This policy underscores the need for well-qualified, motivated teachers in the 21st century. It seeks to consciously address the gaps identified in the NTEP and widen the scope of coverage beyond Teacher Education alone. In doing so, the policy ensures that Nigeria's commitments to relevant national and international goals are fully met in the teaching profession.

With the rapidly changing global education landscape, predominantly driven by technology, new pedagogical research and evolving learner needs, the accompanying Implementation Guidelines provide clear strategies, roles and timelines for operationalizing each component of the NTP. Together, the policy and its guidelines constitute a comprehensive framework to inspire, empower, and support Nigerian teachers to deliver quality education and secure a stronger, more prosperous future for the nation.

Abel O. Enitan
Permanent Secretary
Federal Ministry of Education



ACKNOWLEDGMENTS

The evolution of the National Teacher Policy (NTP) represents a landmark achievement in the relentless pursuit of elevating the quality of Teacher Education and fostering the Continuous Professional Development (CPD) of teachers throughout their career in Nigeria.

The Federal Ministry of Education extends its heartfelt gratitude to the State Ministries of Education (SMoE) and their respective agencies, Tertiary Institutions and Education sector Parastatals for their commitment and invaluable contributions. Special recognition is accorded to the National Universities Commission (NUC), National Commission for Colleges of Education (NCCE), Teachers Registration Council of Nigeria (TRCN), Universal Basic Education Commission (UBEC), Nigeria Educational Research and Development Council (NERDC), National Teachers' Institute (NTI), Colleges of Education Academic Staff Union (COEASU), Senior Staff Union in Colleges of Education Nigeria (SSUCOEN), Non-Academic Staff Union of Educational and Associated Institutions (NASU) and the Committee of Provosts for their collaborative efforts that have significantly shaped the contours of this comprehensive policy.

Finally, we express profound gratitude for the technical support received from our esteemed International Development Partners. Special thanks are extended to the European Union and the United Nations Education Scientific and Cultural Organisation (UNESCO) for providing financial and technical support during the review of this policy. The assistance and valuable contributions of the Technical Committee on the Review of the National Teacher Education Policy (NTEP), comprising experienced experts in education policy and representatives of relevant agencies, have also been instrumental in realizing the national aspirations embodied in this Revised National Teacher Policy (NTP).

In unity and collaboration, we embarked on this transformative journey, fortified by the collective efforts of these stakeholders, to shape a future where education in Nigeria stands as a beacon of excellence on the global stage.

Dr. U. C. Uba
Director, Colleges of Education Department
Federal Ministry of Education



ACRONYMS

AI	Artificial Intelligence
AU	African Union
B.Ed	Bachelor of Education
CCMAS	Core Curriculum Minimum and Academic Standards
CESA	Continental Education Strategy for Africa
CoE	College of Education
CPD	Continuing Professional Development
EMIS	Educational Management Information System
FME	Federal Ministry of Education
GCE	General Certificate of Education
GPE	Global Partnership for Education
IBASS	Integrated Brochure and Syllabus System
ICT	Information Communication Technology
ILO	International Labour Organization
JAMB	Joint Admissions and Matriculation Board
MCPD	Mandatory Continuing Professional Development
NABTEB	National Business and Technical Examination Board
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NECO	National Examination Council
NERDC	Nigerian Educational Research and Development Council
NITDA	National Information Technology Development Agency
NPA	National Personnel Audit
NPE	National Policy on Education



NTC	National Technical Certificate
NTI	National Teachers Institute
NTP	National Teacher Policy
NTSC	National Teaching Service Commission
NVC	National Vocational Certificate
PES	Primary Education Studies
SDG	Sustainable Development Goals
SMoE	State Ministry of Education
SSE	Senior School Certificate
TCPDAF	Teachers Continuing Professional Development Assessment Framework
TIP	Teachers Investigation Panel
TMIS	Teacher Management Information System
TRCN	Teachers Registration Council of Nigeria
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
WASSCE	West African Senior School Certificate Examination



1.0. PREAMBLE

- 1.1. Research has constantly shown that teachers are the most important school-related factor affecting student learning (UNESCO, Global Report on Teachers, 2024). It is acknowledged that a multiplicity of factors contributes to the provision of quality education, but many of them are closely linked to the status of the teaching profession. It is a known fact that the diminished status of teaching affects its attractiveness to high-attaining and the best candidates, while at the same time leaves those already in the profession demotivated and with less zeal to perform to expectations.
- 1.2. In Nigeria, access to Basic and Post-Basic Education has undeniably expanded exponentially, signaling a growing confidence in the potential and promise of the nation's education system which can lead to develop human capital and achieve SDG 4. However, the pressing challenge remains the consistent low quality of teaching and learning, which is particularly affected by the quality and status of teachers. Despite existing policies aimed at ensuring quality teachers and the elevation of the teaching profession, it has become evident that these policies require a coherent framework and effective implementation.
- 1.3. The development of the National Teacher Policy (NTP) marks a pivotal moment in the field of education in Nigeria. This policy represents a comprehensive framework designed to address the complex and evolving challenges faced by teachers, at every stage of their career. As the cornerstone of any educational system, teachers play a pivotal role in shaping the future of a nation. Recognizing this, the National Teacher Policy sets out to revolutionize the way teachers are professionally prepared in institutions of higher learning, recruited, supported through mentorship and continuing professional development, managed, remunerated and retained. It underscores the significance of high-quality and motivated teachers that are able to work in a changing environment to prepare students of the 21st Century.



- 1.4. Moreover, a notable gap exists in the current educational policies, as there is a lack of synchronization among them. Thus, the revised National Teacher Policy (NTP) seeks to address all teacher issues and align them with global best practices in the teaching profession. It represents the country's commitment to redefining the future of teachers and teaching in Nigeria. In this document, efforts have been made to provide a comprehensive framework that bridges the gaps between and among most teacher-related frameworks and policies so as to help maintain the quality of teaching and learning.

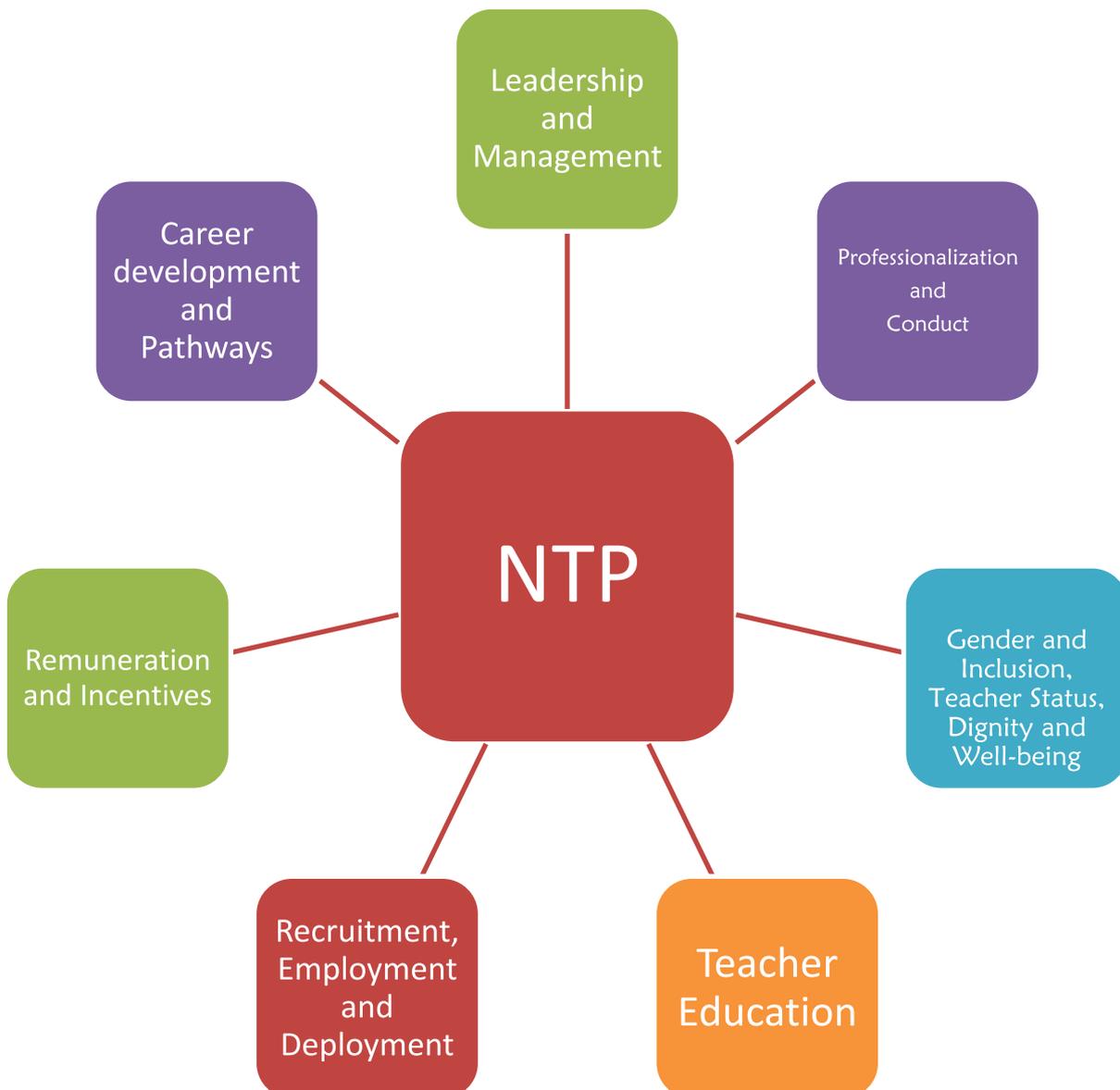
- 1.5. The global education arena and the teaching profession is witnessing transformative shifts, propelled by advancements in technology, evolving teaching and learning methodologies, advances in learning sciences, access to information, evolutions in the perception that teachers are the main sources of knowledge and a deeper understanding of the key role that teachers play in shaping the future of any nation and the world. The global platform is also experiencing significant shifts in areas of knowledge use and application such as in artificial intelligence. Despite all these advancements there is also a growing emergency with growing numbers of displaced persons globally as well as the effects of climate change. Therefore, this Policy signifies a positive step forward in Nigeria's commitment to providing quality education to all. It recognizes that teachers are not only significant actors in the provision of quality education but also the agents of change for the 21st century. This reviewed policy is thus a driving force to inspire, engage and empower teachers, who can in turn inculcate this in their learners; thus, ensuring a brighter and more prosperous future for Nigeria. The National Teacher Policy therefore delves into a myriad of key teacher areas, which include the following:
 - i. Teacher Education;
 - ii. Teacher Recruitment, Employment and Deployment
 - iii. Teacher Remuneration and Incentives
 - iv. Teacher Career Development and Pathways
 - v. Teacher Standards and Accountability;



- vi. School Leadership and Management;
- vii. Teacher Professionalization and Conduct
- viii. Gender and Inclusion, Teacher Status, Dignity and Well-being



NTP Key Teacher Areas





2.0. SITUATION AND STATUS OF THE TEACHING PROFESSION IN NIGERIA

Recent studies including the diagnostic study which was done about teachers in Nigeria have shown that a number of significant areas of concern should be urgently addressed if teachers are to contribute meaningfully to achieving the goals of the National Policy on Education (NPE). These areas include:

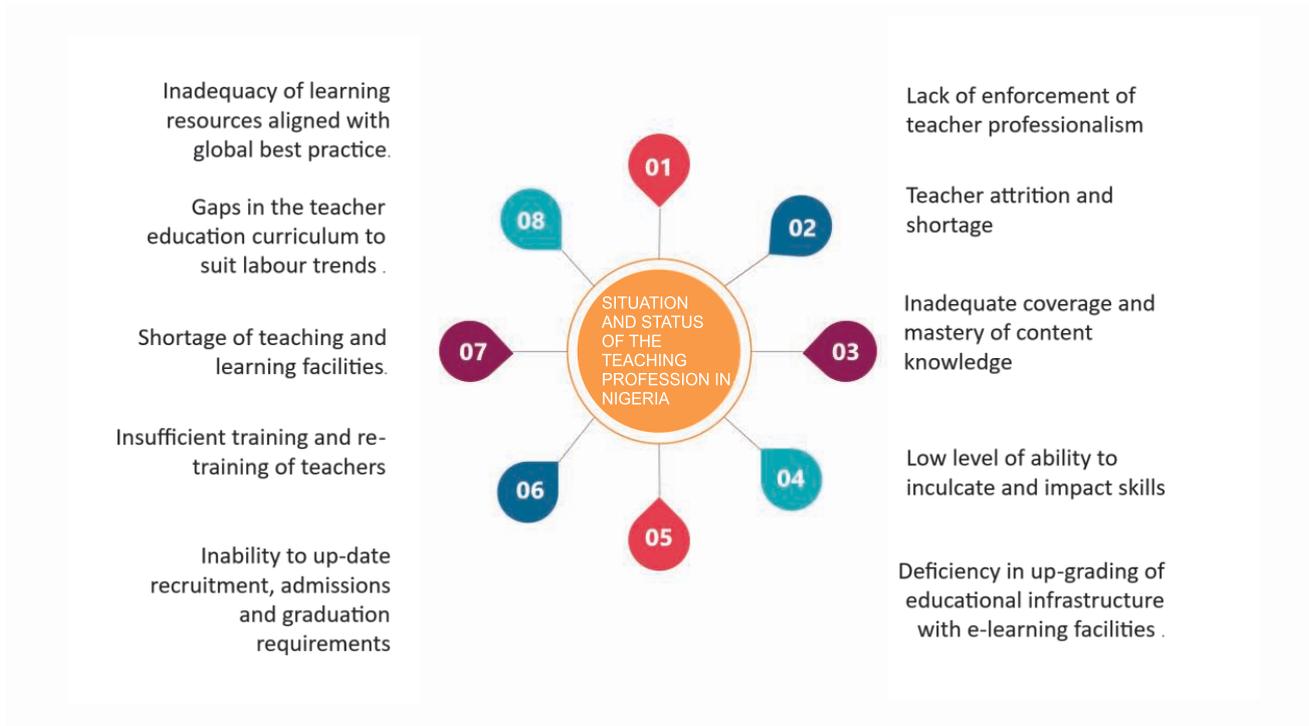
- i. Lack of enforcement of teacher professionalism by teacher employers engaging and condoning non-certified and licensed practitioners thereby encouraging teacher quackery.
- ii. Teacher attrition and shortage leading to teacher stress and burden to quality of delivery.
- iii. Inadequate coverage and mastery of content knowledge in 'teaching subjects' especially in languages, science, mathematics and technology.
- iv. Low level of ability to inculcate and impart skills by some teachers for manual dexterity among the learners.
- v. Inadequacy of learning resources aligned with global best practice in teacher education and training.
- vi. Gaps in the teacher education curriculum to suit labour trends.
- vii. Shortage of teaching and learning facilities (buildings, classrooms, laboratory, workshops, school vehicles, sport facilities, etc.).
- viii. Inadequacy in skills necessary for development of e-learning competencies and poor digitalization of teaching and learning to meet the global best practices.
- ix. Deficiency in up-grading of educational infrastructure with e-learning facilities to achieve the Sustainable Development Goals (SDGs) objectives of the United Nations Organisation.
- x. Insufficient training and re-training of teachers on play-based or learner-centred approaches, pedagogical and andragogical skills.
- xi. Inability to up-date recruitment, admissions and graduation requirements.



- xii. Poor incentives and measures for attracting talents into the teaching profession. Delayed career progression among teachers who may remain in one position for many years despite their experience, performance and qualification.
- xiii. Inadequacy and inappropriateness of teaching and learning materials.
- xiv. Low level of Information and Communication Technology (ICT) penetration and utilization in an ICT-dominated area among teachers.
- xv. Teacher's lack of competencies in the use of digital technology and artificial intelligence to enhance teaching and learning.
- xvi. Lack of confidence and motivation towards effecting the use of modern techniques of teaching after being exposed and empowered.
- xvii. Negative societal attitude towards the teaching profession.
- xviii. Schools in rural areas suffer shortages of teachers more as a result of low and poor incentives while there is favoritism in posting of teachers to locations with better social amenities.
- xix. The encouragement of examination malpractice by parents who look for help from teachers on behalf of their children and teachers directly assisting learners during examinations.
- xx. A good number of institutions for teacher education operate with dilapidated infrastructure and furniture, overcrowded lecture halls and insufficient equipment and materials, e.g. library and laboratory materials, computers,
- xxi. There is also little or no student support in terms of scholarships, medical care and counselling services.
- xxii. Recruitment of lecturers for Colleges of Education (CoEs) was generally considered as not being sufficiently rigorous. Lecturers were found to be inadequately prepared to teach in the areas to which they are assigned, especially Primary Education Studies (PES). Worse still, lecturers have very limited opportunities for continuous professional and academic development.
- xxiii. Universal Basic Education Commission (UBEC) 2022 National Personnel Audit (NPA) reveals that 67.5% of teachers in public schools and 85.3% in private schools have



- not attended any in-service training in 5 years (2018-2022). This prevailing situation has implications for quality education delivery and teacher shortages in schools.
- xxiv. Non-availability of Colleges of Education (Special) in most parts of the country for interested students who have passion for special education.
 - xxv. Unnecessary delay in graduation affects the morale of students in Colleges of Education and other teacher education institutions.
 - xxvi. A good number of National Certificate of Education (NCE) and Bachelor of Education (B.Ed) graduates remain unemployed after graduation; this demoralizes potential candidates to enroll into Teacher Education programmes;
 - xxvii. Lack of autonomy in the running of Teacher Education institutions affects their general administration.
 - xxviii. Lack of funding of teachers' continuing professional development.
 - xxix. Schools in areas affected by banditry and kidnapping activities have poor teacher participation.
 - xxx. Lack of accountability on the part of teachers.
 - xxxi. Intimidation /victimization of teachers by school leaders and the society.
 - xxxii. Inadequate curriculum materials for the use by learners and the use of an outdated curriculum.





3.0. POLICY ENVIRONMENT

- 3.1. As a signatory to numerous international conventions and agreements on the provision of quality education for all, Nigeria has ensured that its education system embodies principles stated in the ILO/UNESCO Joint Recommendations concerning the Status of Teachers (UNESCO, 1966), United Nations Educational, Scientific and Cultural Organization (UNESCO) recommendation concerning the status of Higher-Education Teaching Personnel (1997), the Sustainable Development Goals-SDGs (2015), the Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4 (2015) and the UNESCO Tashkent Declaration on ECCE (2022), etc.
- 3.2. These conventions and agreements are reflected in the principal policy documents that guide the teaching profession in Nigeria, namely:
- i. National Policy on Education (6th ed. 2013);
 - ii. Minimum Standards for Nigeria Certificate in Education (NCE) programmes in Nigeria;
 - iii. Nigeria Teachers Continuing Professional Development Assessment Framework (TCPDAF). (2015)
 - iv. Professional Standards for School Leadership in Nigeria for Basic and Secondary Schools (TRCN, 2023).
 - v. Professional Standards for the Teaching Profession in Nigeria (2019)
 - vi. Guidelines on Academic Programmes for Nigeria Certificate in Education (NCE);
 - vii. Joint Admissions and Matriculation Board (JAMB) Integrated Brochure and Syllabus System (IBASS 2023);
 - viii. TRCN's Mandatory Continuing Professional Development (CPD) Manual;
 - ix. TRCN Manual for accreditation of Mandatory Continuous Professional Development (MCPD);



- x. Approved Minimum Academic Standards in Education for all Nigerian Universities currently referred to as Core Curriculum Minimum and Academic Standards (CCMAS);
- xi. National Commission for Colleges of Education (NCCE) Resource Inspection Instrument of new Teacher Education programmes in NCE-awarding institutions; and
- xii. The Career Path Policy for the Teaching Profession in Nigeria. (TRCN, 2020).

3.3. In addition, the Federal Government through the Universal Basic Education Commission (UBEC) has contributed financial resources as assistance to the States for teacher professional development between 2009 and 2022 and has trained 575,651 teachers for the period of 2015 – 2022. In addition, a total of 22,500 serving teachers were upskilled in 2022 through various Continuing Professional Development (CPD) programmes, especially through the Global Partnership for Education (GPE).

3.4. Other international frameworks, policies and guidelines that influenced this policy include;

- a. African Continental Guidelines for the Teaching Profession. Addis Ababa: (2019c). African Union.
- b. African Continental Teacher Mobility Protocol: African Teacher We Want. (2019d). Addis Ababa: African Union.
- c. African Framework of Standards and Competences for the Teaching Profession (2019a). Addis Ababa: African Union.
- d. African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA). (2018). Addis Ababa: African Union.
- e. African Teacher Qualification Framework: For Teacher Quality, Comparability and International Mobility. (2019b). Addis Ababa: African Union.



- f. Agenda 2063: The Africa We Want. African Union (2015). Addis Ababa: African Union.
- g. AI Competency Framework for Teachers. (2024b) Paris: UNESCO.
- h. Continental Artificial Intelligence Strategy: Harnessing AI for Africa's Development and Prosperity. (2024b). Addis Ababa: African Union.
- i. Continental Education Strategy for Africa, CESA 2016-2025. (2016). Addis Ababa: African Union.
- j. Effective Teacher Policies: Insights from PISA. (2018). OECD Publishing. <http://dx.doi.org/10.1787/9789264301603-en>
- k. From Access to Empowerment: UNESCO Strategy for Gender Equality in and Through Education 2019-2025. (2019). Paris: UNESCO.
- l. Global Report on Teachers: Addressing Teacher Shortages. (2023c). Paris: UNESCO and Teacher Task Force.
- m. ICT Competency Framework for Teachers. (2018). Paris: UNESCO.
- n. ILO/UNESCO Recommendations Concerning the Status of Teachers. (1966) Paris: UNESCO.
- o. International Standard Classification of Teacher Training Programmes, ISCED-T 2021. (2022). Montreal: UNESCO Institute of Statistics.
- p. International Task Force on Teachers for Education 2030 (2017). Outcome Statement: 10th Policy Dialogue Forum. Paris: ITFTE.
- q. Note Verbale to Member States on the Teacher Frameworks. (2021). Addis Ababa: African Union.
- r. Recommendation Concerning the Status of Higher-Education Teaching Personnel. (1997). Paris: UNESCO.
- s. Rural teachers in Africa: A report for ILO. Working Paper No. 312. (2016). Geneva: International Labour Office.
- t. Secretary General's High-Level Panel on the Teaching Profession: Recommendations and Summary of Deliberations – Transforming the Teaching Profession. (2024) Geneva: ILO.



- u. Strategy on Mental Health and Psychosocial Support for Teachers in Africa. (2024a, April). Addis Ababa: African Union.
 - v. Study on Teacher Training, Working and Living Conditions in Member States: Full Report. (2017). Addis Ababa: African Union.
 - w. Teacher Policy Development Guide: Module on Crisis-Sensitive Teacher Policy and Planning. (2022). Paris: UNESCO.
 - x. Teacher Policy Development Guide. (2019). Paris: UNESCO and Teacher Task Force.
 - y. Teacher Support and Motivation Framework for Africa: Emerging Patterns. (2017). Addis Ababa: UNESCO IICBA.
 - z. Teaching Policies and Learning Outcomes in Sub-Saharan Africa. (2016). Addis Ababa: UNESCO IICBA.
- 3.5. Therefore, the government of the Federal Republic of Nigeria has a solid legal framework which is supported by local, regional and international educational policies on education and in particular regarding teachers. This will help government to provide clear guidance in relation to the policy in meeting its local and international commitments in particular the goals and objectives of the Sustainable Development Goals (SDGs) which obligate States to provide inclusive, equitable and quality education to all its citizens by having quality teachers.



POLICY ENVIRONMENT

National Policy on Education (6th ed. 2013)

Nigeria Teachers Continuing Professional Development Assessment Framework (TCPDAF). (2015)

Minimum Standards for Nigeria Certificate in Education (NCE) programmes in Nigeria

Professional Standards for School Leadership in Nigeria for Basic and Secondary Schools (TRCN, 2023).

Professional Standards for the Teaching Profession in Nigeria (2019)

Guidelines on Academic Programmes for Nigeria Certificate in Education (NCE);

Joint Admissions and Matriculation Board (JAMB) Integrated Brochure and Syllabus System (IBASS 2023);

TRCN's Mandatory Continuing Professional Development (CPD) Manual;



4.0. RATIONALE AND BENEFITS OF THE POLICY

- 4.1. Several years of research on the determinants of quality education and subsequent student achievement make it clear that high-quality teachers matter for educational success. The broad consensus that teachers are central in the provision of quality education for all was confirmed in the creation of Sustainable Development (SDG) Target 4.c in the 2030 Agenda.
- 4.2. The translation and actualization of the SDG 4.c does not only require the building of school infrastructure and the provision of teaching and learning resources but more importantly demands that appropriate, achievable and clear teacher policies are put in place to facilitate and oblige governments to pay particular attention to the professional needs and issues concerning teachers. Thus, developing holistic and comprehensive teacher policies is vital to accelerate national progress towards achieving SDG 4 and its targets, particularly target 4.c, which speaks to the need for suitably qualified, highly motivated and well-supported teachers.
- 4.3. Additionally, the increased focus on quality in the Incheon Declaration and Education 2030 Framework for Action (UNESCO, 2016) rightly emphasizes a concern for teachers, teaching and the teaching profession. Regionally, an increased focus on teachers is also reflected in the African Union Continental Education Strategy for Africa (AU-CESA 2016–2025) and the Africa Agenda 2063 (African Union, 2015). Like the SDG framework, the AU-CESA strategy recognizes the critical role of teachers in education transformation. One of its key goals is to revitalize the profession to ensure quality and relevance at all levels. To achieve this, the strategy together with other education frameworks recommend that nations develop and implement a comprehensive teacher policy which brings to the fore and prioritizes teacher issues which cut across the career lifespan of a teacher.
- 4.4. The development and professionalisation of the teaching profession in Nigeria therefore, requires putting in place a comprehensive teacher policy to guide planning and execution of the different aspects with regard to attracting the best candidates



into the teaching profession, retain them with good and stimulating working conditions, addressing their professional expectations, performance and growth.

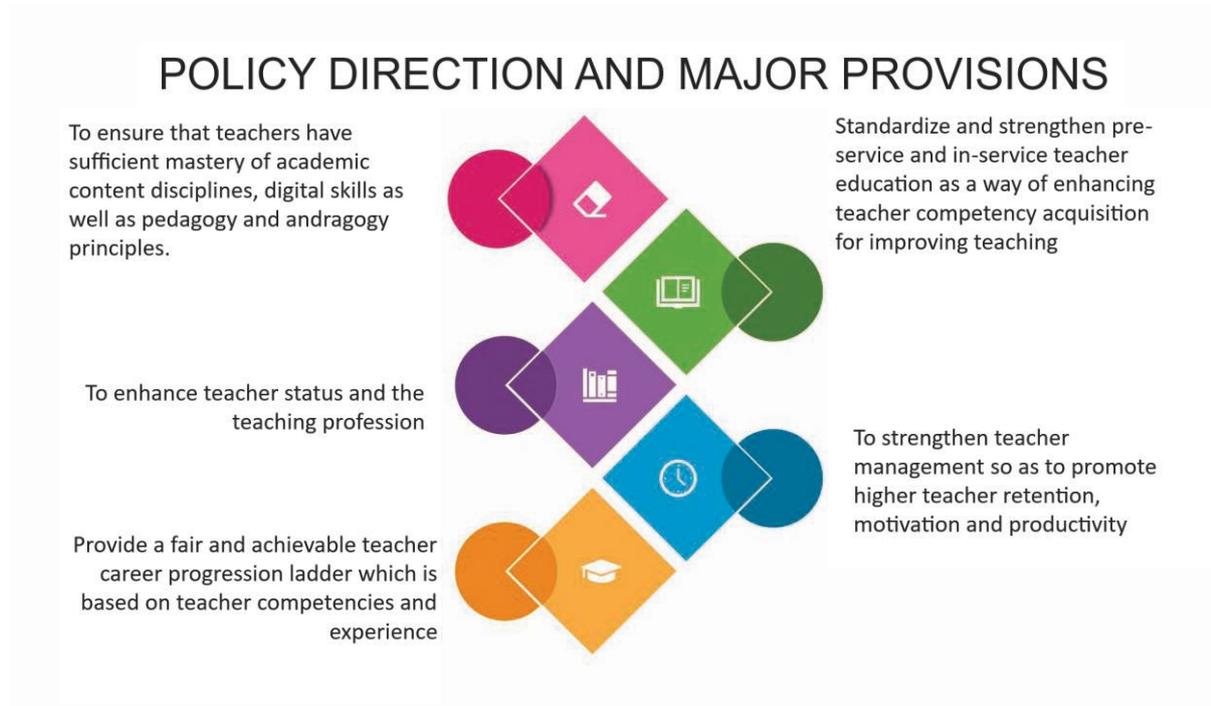
4.5. The National Teacher Policy will bring about a common understanding, transformation and elevation of the teaching profession and status so as to align it with international best practices of the global teaching fraternity. The policy is aimed at making the teaching profession more appealing to new candidates and to in-service teachers who too often leave the profession after few years; guiding and improving the teacher education process, teacher career development, school leadership and management, teacher accountability and performance, teacher remuneration and incentives, teacher conduct, teacher status and teacher improvement in the application of ICT, 21st Century competencies and the application of artificial intelligence (AI) in the school and the classroom.

4.6. **Some of the Benefits of this Policy include:**

- i. Attracting, recruiting and retaining the best academically and professionally motivated and ethical teaching persons into the Nigerian teaching fraternity.
- ii. Having highly competent teachers that can help to improve and sustain higher learner achievement levels.
- iii. Promoting the right school leadership that can manage, develop and support teaching and learning in a learner and teacher friendly academic environment.
- iv. Streamlining teacher related crosscutting issues that directly and indirectly affect teaching, learning and teacher well-being.
- v. Improve the quality of education in Nigeria.



5.0. POLICY DIRECTION AND MAJOR PROVISIONS



5.1. The direction and trajectory of a teacher policy in any nation are pivotal in shaping the future of its education system. In line with this understanding, this revised National Teacher Policy (NTP) for Nigeria is meant to professionalize teaching, improve the development, utilization and management of teachers to foster the quality of learning. This policy is a comprehensive framework that not only acknowledges the challenges and opportunities within the field of teaching, but also lays down a clear and visionary path to address them. It is a testament to a commitment to raising the standards of the teaching profession in Nigeria, and aligning it with international best practices, nurturing a cadre of highly qualified, competent, innovative, motivated and ethically sound educators.

5.2. VISION:

A revitalized and repositioned teaching profession that inspires, empowers and guides learners in a globalized world, thus fostering a brighter future for Nigeria.



5.3. MISSION:

Building and sustaining a world-class teaching profession through innovating solutions leveraging comprehensive national and international teacher policies.

5.4. GOAL: The main goal of this policy is to establish and maintain a dynamic and internationally competitive teaching profession in Nigeria that produces highly competent, ethically responsible educators, capable of delivering world-class education, inspiring learners and driving the nation's progress.

5.5. SPECIFIC OBJECTIVES: The National Teacher Policy (NTP) sets forth a concise framework of objectives that aim to elevate the teaching profession in Nigeria. These objectives include:

- i. To create incentives which will attract and retain best candidates into the teaching profession.
- ii. To enhance teacher status and the teaching profession.
- iii. To strengthen teacher management so as to promote higher teacher retention, motivation and productivity.
- iv. Provide a fair and achievable teacher career progression ladder which is based on teacher competencies and experience.
- v. Standardize and strengthen pre-service and in-service teacher education as a way of enhancing teacher competency acquisition for improving teaching.
- vi. To ensure adequate provision of opportunities for the continuing professional development of serving teachers, their retention, advancement and self-improvement in their chosen disciplines.
- vii. To ensure that teachers have sufficient mastery of academic content disciplines, digital skills as well as pedagogy and andragogy principles and their applications, including enhanced capacity to respond to learners with special needs.



- viii. To strengthen teacher and school leaders' accountability mechanism which are aimed at improving school and learner performance.
- ix. To provide appropriately designed programmes for school leaders so as to enhance school management, administration and instructional leadership.
- x. To standardize procedures for induction into the profession, certification and licensing.
- xi. To ensure the availability in sufficient numbers of licensed, qualified and quality teacher educators who can serve as master models in terms of knowledge, values, attitudes and pedagogical and andragogical competence.
- xii. To promote teacher mental health, well-being and create a teacher friendly work environment free from social, sexual, physical and emotional harassment.

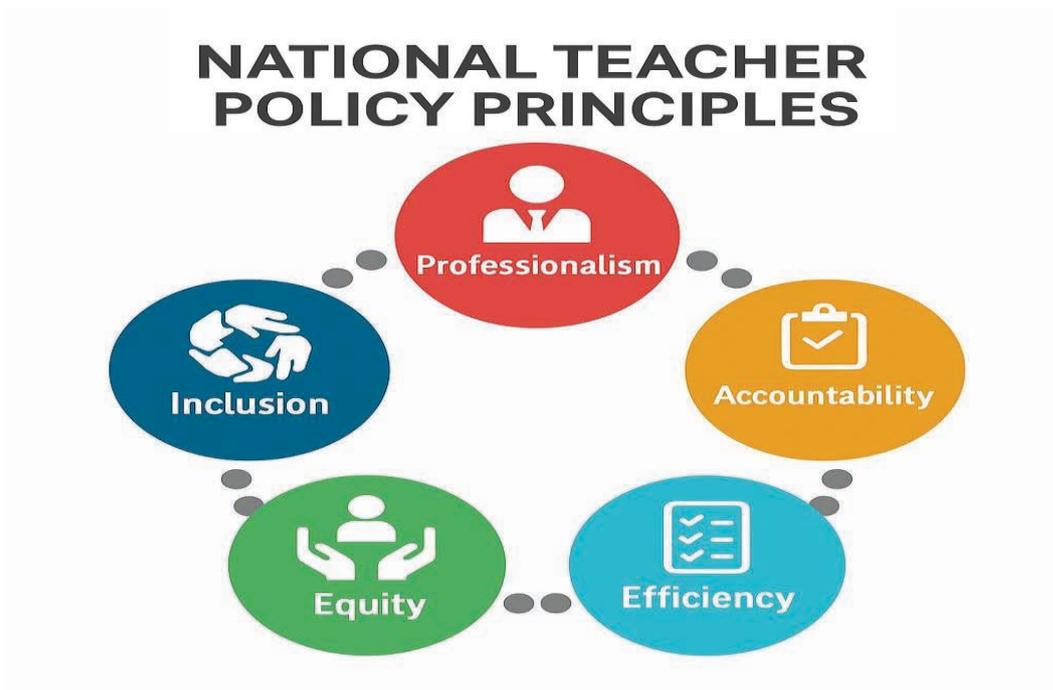
5.7. KEY POLICY PRIORITIES

- i. Strengthen the roles of the Teacher Registration Council of Nigeria (TRCN) so that it can fully operationalize its mandates which include a more efficient and effective registration and licensing of teachers and professional accreditation of continuing teacher education programmes.
- ii. Strengthen and support the roles of the National Commission for Colleges of Education and promoting the quality of teacher education in the country.
- iii. To establish the National Teaching Service Commission (NTSC) to grant professional autonomy in teacher recruitment, employment, deployment and career progression in both the Federal and State education systems.
- iii. Support the National Teachers' Institute (NTI), and National Institute for Educational Planning and Administration (NIEPA) to provide robust Continuous Professional Development (CPD) courses to all teachers and school leaders and modern teaching and leadership strategies.
- iv. Strengthen and implement standards for teaching and school leadership.



- v. Revise the Teacher Qualification Framework in line with global and regional frameworks.
- vi. Mainstream teacher cross-cutting issues into teacher education, management and teacher practice.

5.8. NATIONAL TEACHER POLICY PRINCIPLES



- i. **Professionalism:** This is an ideal to which individuals of a particular occupation aspire in order to distinguish themselves from other workers. It is a combination of all the qualities that are connected to a skilled group of people. Thus, teacher professionalism includes teachers' professional qualification, knowledge and specialized skills which include being good at their job, fulfilling the highest standards and valuing excellence and espousing high moral and ethical values and standards of conduct and performance.
- ii. **Accountability:** These are specific measures and criteria put in place to determine whether teachers have met the desired targets set by the Ministry of Education and other education stakeholders. Additionally, teacher accountability means



teachers' responsibility and answerability to students, parents, peers and communities for their performance and learning outcomes.

- iii. **Efficiency:** Efficiency for teachers is the ability to get things done in an organized manner through lesson plans, keeping control of the class, and staying focused on the teaching and learning outcomes. Thus, an efficient teacher should be able to perform their tasks with minimum effort and use of resources.
- iv. **Equity:** Educational equity means that each person receives what they need to develop to their full academic and social potential. Teachers as key agents of the Nigerian education system have the right to be treated fairly and justly and policies, programmes and interventions for teachers should be transparent and equitable and owned by teachers themselves. This teacher policy is meant to crucially, support marginalized and disadvantaged groups of teachers as one of the core priorities.
- v. **Inclusion:** Inclusion is the process of addressing and responding to the diverse needs of all. In this case, it involves increasing participation, cultures, and communities, and reducing exclusion within and from education so as to ensure that every teacher, regardless of their background or abilities, has equal access to quality services and opportunities to succeed as a professional.

5.9. THE POLICY TARGETS

5.9.1. This policy is meant for all teachers who provide education and leadership at various levels of the Nigerian education system. The education levels are;

- a. Early Childhood Education
- b. Basic Education
- c. Secondary Education
- d. Teachers in Administration
- e. Technical and Vocational Education and Training (TVET)
- f. Teacher Educators



5.9.2. The policy also covers other education stakeholders namely, the private sector, CSOs, development partners, teacher unions and subject associations, parents, education providers and agencies.



6.0. POLICY FOCUS AREAS AND THEIR IMPLEMENTATION

6.1. In shaping the future of the teaching profession in Nigeria, this policy centers its efforts on key principles. Thus, in this section, policy focus areas and their implementation standards are presented as mandatory for all members of the teaching profession and all stakeholders in the education system in Nigeria. These principles serve as the nucleus of the national commitment to transformative change in the teaching profession. These standards are meant to enhance the teacher policy requirements and thus shall determine the measurable policy actions.

Eight key Principles of the National Teacher Policy

01

Teacher Education

05

Teacher Standards and
Accountability

02

Teacher Recruitment,
Employment and
Deployment

06

School Leadership and
Management

03

Teacher Remuneration
and Incentives

07

Teacher
Professionalization and
Conduct

04

Teacher Career
Development
Pathways

08

Gender and Inclusion,
Teacher Status, Dignity
and Well-being



6.2. Key Principles of the National Teacher Policy

The following are the Key Principles on which this policy is based.

KEY PRINCIPLE	FOCUS AREA
1	Teacher Education <i>i. Admission and Enrolment of Student Teachers</i> <i>ii. Initial Teacher Preparation, Registration and Accreditation</i> <i>iii. Teacher Continuing Learning and Professional Development</i> <i>iv. Integration of Digital, 21st Century Skills and Artificial Intelligence (AI) Competencies for Teachers</i>
2	Teacher Recruitment, Employment and Deployment
3	Teacher Remuneration and Incentives
4	Teacher Career Development Pathways
5	Teacher Standards and Accountability
6	School Leadership and Management
7	Teacher Professionalization and Conduct
8	Gender and Inclusion, Teacher Status, Dignity and Well-being

6.3. KEY PRINCIPLE ONE: Teacher Education

6.3.1. Admission and Enrolment of Student Teachers

The standards below shall be adhered to when admitting candidates into teacher education institutions of learning to maintain an ideal profile of those who are to join the teaching profession in Nigeria.



a. Academic Admission Requirements

- i. The minimum requirement for admission into the **Nigeria Certificate in Education (NCE)** programmes shall be a minimum of four (4) Credit pass in relevant subjects at O' Level examinations. Credit pass in English Language for Arts and Social Sciences Courses. Credit pass in Mathematics for Science, Vocational and Technical Education courses at not more than two sittings in General Certificate of Education (GCE), Senior School Certificate (SSC), National Technical Certificate (NTC), National Business Certificate (NBC), West African Senior School Certificate Examination (WASSCE), National Vocational Certificate (NVC) and Senior Arabic and Islamic Studies Certificate (SAISC), National Examination Council (NECO) and National Business and Technical Education Board Examination (NABTEB);
- ii. For **Degree Programmes – B(Ed)** in Colleges of Education, the minimum requirement shall be a minimum of five (5) Credit pass in relevant subjects at O' Level examinations (WASSCE, SSCE or its equivalents in not more than 2 sittings). Credit pass in English Language for all courses. Credit pass in Mathematics for Science, Technology and Social Sciences courses at not more than two sittings in General Certificate of Education (GCE), Senior School Certificate (SSC), National Technical Certificate (NTC), National Business Certificate (NBC), West African Senior School Certificate (WASSCE), National Vocational Certificate (NVC) and Senior Arabic and Islamic Studies Certificate (SAISC), National Examination Council (NECO) and National Business and Technical Education Board Examination (NABTEB);
- iii. For admission into the 3-year **Degree Programme** designed for holders of NCE or any other certificates applicable for direct entry into Nigerian Universities, candidates must:
 - a. Meet the general requirements for the 4-year degree programme.
 - b. Meet a minimum merit obtained at the NCE level in education and a teaching subject.
- iv. In addition to i-iii above, candidates must have sat and passed prescribed JAMB examination for admission into NCE 1 and Year 1 Degree programme.



6.3.2. Initial Teacher Preparation, Registration and Accreditation

The minimum teaching qualification for all the teachers in Nigeria shall be NCE.

Initial Teacher Education occupies a significant place in the teacher preparation process because it gives a head start to the prospective teacher. Thus, all initial teacher education programmes that are offered in colleges of education and universities shall:

- i. Be registered, assessed for quality and accredited by the NCCE and NUC.
- ii. Be linked to the current teacher Continuing Professional Development programmes,
- iii. Provide student teachers with a balanced mix of theory and practical teaching using activities- based use of learner centered and experiential methods,
- iv. Be offered based on the subject specialization needs of the education system as shall be guided by the Federal Ministry of Education and States Ministry of Education.
- v. Provide both specialized teaching subjects, professional studies and contemporary and emerging national, regional and global issues that affect citizens,
- vi. Integrate emerging teaching and learning outcomes with the 21st century learning competencies,
- vii. Integrate teacher competencies which provide knowledge and skills on themes and case studies related to the risk or emergency situations such as conflict resolution, environmental education, psychosocial support and protection of children and women during crisis situation such as natural disasters and war.

All institutions of higher learning that prepare teachers must have demonstration schools or model schools which are to be used for continuous practical involvement of student teachers and their lecturers in line with the institutions' specializations.

All teacher education curricula shall be reviewed every three (3) to six (6) years so as to remain relevant with the changes in the education and social landscape.



All candidates on the teacher education programme shall specialize in teaching subject areas for a specific education level as it shall be regularly determined and guided by the regulatory body responsible for teacher education.

Persons with qualifications and teacher education credentials that were obtained outside Nigeria must produce evidence of equivalence from the Federal Ministry of Education before they can be registered and licensed to practice in Nigerian schools.

6.3.3. Teacher Continuing Learning and Professional Development

Teachers Continuing Professional Development (CPD) contains in-service teacher training, pedagogical support, and a teacher professional development network. CPD is a form of professional development offered to teachers once they are qualified. It starts at the recruitment of newly qualified teachers (NQTs), along with the whole teaching profession and pedagogical support. In-service teacher education refers to training for in-service teachers which focuses on development of teaching competencies. In order to ensure that this aspect of teacher continuing learning and professional development is well done, the following shall be done:

- i. All Teacher CPD programmes shall be guided by the Nigeria Teachers Continuing Professional Development Assessment Framework (NTCPDAF).
- ii. CPD programmes shall be demand-driven and based on issues that teachers raise and encounter as challenging in teaching and learning or emerge as a result of new educational innovations and review.
- iii. All schools, educational institutions and government shall provide adequate time on their programmes for Continuing Professional Development.
- iv. All teachers who attend and facilitate CPD sessions shall be awarded credit points as set by the Teacher Registration Council of Nigeria (TRCN) which shall be part of the annual appraisal, renewal of the practicing teaching license and career progression pathways.
- v. CPD taken by teachers shall have specific duration, focused content, take the active learning approach, be collaborative in nature, model real and effective practice,



- provide coaching and expert support and include opportunities for feedback and reflection.
- vi. CPD training shall pay particular attention to pedagogies that not only equip teachers with common skills in teaching but also provide competencies on how to teach and manage displaced learners, preparation for deploying a mix of teaching approaches including distance, remote and hybrid education to cater for learning in emergency and crisis situations.
 - vii. All teachers shall develop digital, media and information literacy to interact with professional networks and use ICT to support their professional development.
 - viii. All school leaders shall facilitate, provide the required time and support for school CPDs,
 - ix. Newly recruited teachers shall undergo an induction training based on Teacher Recruitment and Deployment (TRD) policy to a satisfactory level before they are deemed ready to teach in Nigerian schools.
 - x. During probation and induction that follows deployment, all education personnel shall take specialized training that is related to the nature of their job descriptions.
 - xi. A mentor shall be assigned to all teachers and leaders who are on probation as a way of helping them have readily available support.
 - xii. Beginning teachers shall be provided with adequate induction and mentorship under experienced and suitably qualified teachers, with reduced workloads and adequate resources in initial years designed to allow for development of their skills. Mentorship shall be provided for at least two years.
 - xiii. Teachers and leaders who take up the mentorship role shall be prepared, supported and compensated.
 - xiv. The following shall be the ways through which different CPD levels can be taken by teachers in Nigerian schools:
 - a. Induction and mentorship;
 - b. Subject Association groups;
 - c. Organized project on a specific theme or challenge affecting teachers teaching strategies;



- d. Conferences, seminars and workshops;
- e. Visits by specialized personnel;
- f. Teacher working groups and networks focused on specific teaching issues; and
- g. Study tours and educational research.

6.3.4. Integration of Digital, 21st Century Skills and AI Competencies for Teachers

There are significant implications of digital technology, 21st century skills and artificial intelligence (AI) for education, teaching and learning, and for teachers' roles and competencies. Being the primary users of all aspects of technology in education, teachers are expected to be the designers and facilitators of students' learning. They must be the guardians of safe and ethical practice across the uses of technology and to act as role models for lifelong learning about human centered use and application of technology in all its forms.

- i. The Federal Ministry of Education shall facilitate the formulation and adoption of indigenous digital and AI technology frameworks for teachers and school leaders.
- ii. The use and application of artificial intelligence in schools and classrooms shall not replace the teacher but enhance their pedagogy without lowering the teacher dignity and value.
- iii. Teacher Education at all levels shall include content on the use and application of artificial intelligence in teaching.
- iv. Teachers shall be assisted to internalize digital, AI and 21st century competencies which should enable them to be inclusive with students regardless of learner's gender, ethnicity and abilities or socio-economic and migration status.
- v. Teachers shall be supported to promote social inclusion and cultural diversity when using digital and AI pedagogies in their classrooms.
- vi. Teachers shall embrace, promote and create classroom environments where new technologies shall be used to improve learners' learning experiences and practice.
- vii. The Nigerian Educational Research and Development Council (NERDC) in collaboration with National Information Technology Development Agency (NITDA)



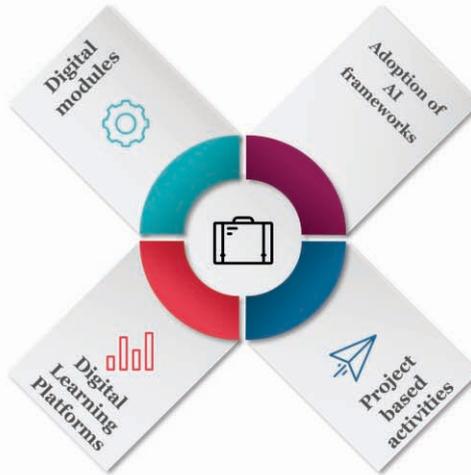
- shall review its digital literacy and remote learning module and framework to integrate AI competencies.
- viii. Teachers shall play a pivotal role in helping students' ethical use of new digital and AI technologies.
 - ix. Teachers shall take up their role of demonstrating 21st century competencies of communication, critical thinking, collaboration, problem-solving, creativity and digital, media and information literacy.
 - x. Teachers and educational institutions shall adhere to Federal, State and local policies by upholding safety, privacy and rights of students and other stakeholders in the teaching and use of digital and AI competencies.
 - xi. Educational administrators shall critically assess AI and digital tools for ethical implications in their classroom usage.
 - xii. Teachers shall demonstrate a critical understanding of both the social impact of AI and of their citizen responsibilities.
 - xiii. Teachers shall design ICT-supported project-based learning activities and use ICT to support students to create, implement and monitor project plans, and solve complex problems.
 - xiv. Teachers shall contribute to the planning of policies on the pedagogical integration of digital technologies and AI in education and in the co-creation of ethical standards for their use.
 - xv. Digital Learning Platforms (DLP) such as the Nigerian Learning Passport (NLP) shall be used by teachers, learners and parents.



Integration of Digital, 21st Century Skills and AI Competencies for Teachers

The Nigerian Educational Research and Development Council (NERDC) in collaboration with National Information Technology Development Agency (NITDA) shall review its digital literacy and remote learning module and framework to integrate AI competencies.

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formulation and adoption of indigenous digital and AI technology frameworks for teachers and school leaders

Teachers shall design ICT-supported project-based learning activities and use ICT to support students to create, implement and monitor project plans, and solve complex problems.

6.4. KEY PRINCIPLE TWO: Teacher Recruitment and Deployment

Teacher recruitment and deployment shall be based on a clear and transparent criterion that reflects professionalism and needs in terms of location, teacher-learner ratio, subject, gender and inclusivity among others.

6.4.1. Recruitment

Teacher recruitment is a vital process that ensures only qualified, competent and motivated individuals are admitted into the teaching profession. A transparent and merit-based recruitment system safeguards the integrity of the education sector and guarantees that every classroom is led by a professional teacher equipped with the right knowledge, skills and values.

Recruitment shall be done with the aim to attract the best candidates, promote gender equity and inclusion and meet the staffing needs of all schools, particularly in underserved and hard-to-reach areas. Through standardized procedures and strict adherence to professional standards, teacher recruitment strengthens the foundation for quality education



delivery across the country. Teacher recruitment shall be guided by the principles of transparency, inclusiveness, merit and accountability as follows:

- i. The relevant education authorities and regulatory bodies at national, state and local government levels shall take the lead in planning, approving and implementing teacher recruitment exercises;
- ii. The Federal and State Ministries of Education and the Teachers Registration Council of Nigeria (TRCN) shall maintain a centralized and harmonized database of all teachers across public and private schools;
- iii. This database shall be continuously updated to capture teacher entry, exit and existing staffing gaps in schools, ensuring effective workforce planning and equitable deployment;
- iv. Qualification for employment shall be based on possession of the minimum teaching qualification in Nigeria which is NCE.
- v. Candidates shall be certified and licensed by TRCN.
- vi. Recruitment shall be needs-based and community-sensitive, prioritizing schools in underserved and hard-to-reach areas to promote equity and inclusivity;
- vii. Vacant positions shall be advertised through credible channels, including government websites, online platforms, community noticeboards and print or broadcast media;
- viii. Vacancy advertisements shall clearly specify the subject area, grade level, location and other relevant details of the position;
- ix. The recruitment process shall include advertising, application, screening, written examination, interviews and appointment shall be guided by the approved national standards for recruitment. This process must remain transparent, competitive, merit-based, ensuring that only qualified and effective teachers are selected into the education system;
- x. Recruitment shall be free from discrimination based on gender, disability, ethnicity, religion, or social status;
- xi. A National Register of Teachers and Safeguarding Concerns shall be maintained to document and monitor cases of professional misconduct, sexual abuse, or child



protection violations. This register shall be accessible to all authorized education agencies and schools.

- xii. The Federal Ministry of Education and State Ministries of Education shall ensure that teachers are recruited from among the local communities so as to promote retention. In case of crisis areas where retired teachers and highly skilled volunteers are available, State Ministries of Education shall consider recruitment on a temporary basis to fill existing human resource shortages.
- xiii. Employment of teachers shall use diversity and inclusion as guiding strategies to ensure gender balance, representation from marginalized communities and employment for special education needs.
- xiv. Employment of teachers shall be informed by data about teachers from needs assessment which shall be conducted regularly to inform the teacher management information system.
- xix. Incentives should be given to special education and technology education teachers (15% of the consolidated salary).
- xxi. In crisis and especially conflict prone areas, State Ministries of Education shall develop special and flexible recruitment and deployment criteria and processes aligned with existing minimum requirements and standards to rapidly recruit and deploy an adequate, gender balanced, number of qualified teachers.
- xxii. The entry point for recruitment for professional teachers should be based on the following:
 - i. NCE - Salary Grade Level 08
 - ii. B.Ed - Salary Grade Level 09
 - iii. Masters in Education - Salary Grade Level 10
 - iv. Ph.D in Education - Salary Grade Level 12



6.4.2. Deployment

Teacher deployment is the strategic placement of qualified teachers across schools to ensure equitable access to quality education for all learners. It aims to balance teacher distribution based on subject specialization, school needs and geographic location, particularly addressing shortages in rural, hard-to-reach and underserved communities.

A fair and transparent deployment system promotes efficiency, motivates teachers and enhances learning outcomes by ensuring that every learner is taught by a qualified and competent teacher. This approach upholds the principles of equity, accountability and professionalism in the management of the teaching workforce.

Teacher deployment process shall be guided by the following principles:

- i. The Federal and State Ministries of Education, in collaboration with relevant education agencies and Local Government Education Authorities (LGEAs), shall oversee and approve teacher deployment to ensure alignment with workforce needs and policy objectives;
- ii. Teacher deployment shall be geared towards achieving and maintaining the approved teacher-to-learner ratio;
- iii. Deployment shall not be used as a punitive measure. Teachers shall be assigned to schools based on need, specialization and availability;
- iv. Teachers shall remain at their initial place of posting for a minimum of three years before being eligible for redeployment, except where a formal written directive is issued by the appropriate authority stating valid reasons for such movement;
- v. Deployment letters shall explicitly state any special allowances, incentives, or benefits associated with postings to hard-to-reach or less preferred locations;
- vi. Incentives such as financial allowances, housing and professional growth opportunities shall be provided for teachers posted to rural or hard-to-reach areas (15% of the Consolidated salary);



- vii. Deployment of teachers shall be based on data from regular mapping of teacher shortages by teacher -pupil ratio, subject area, school level, gender and geographic location; and
- viii. The Federal Ministry of Education and the State Ministries of Education shall ensure equitable distribution of teachers so as to address urban-rural disparities and ensure deployment to hard-to-reach areas.

Teacher Recruitment and Deployment



6.5. KEY PRINCIPLE THREE: Teacher Remuneration and Incentives

6.5.1. The perceived prestige and attractiveness of the teaching profession can be gradually and continually eroded due to inadequate salaries, poor professional and working conditions, restrictions on freedom of association and academic freedom and declining public investments in teacher education, teacher working environment and career progression. These factors have too often resulted in teaching being seen as a “profession of last resort”. To minimize these negative inclinations towards the teaching profession, teachers’ salaries, the teacher professional image, career prospects and working environment require a total transformation. The government of the Federal Republic of Nigeria through the Federal Ministry of Education, State Ministries of Education, private school proprietors and other relevant education stakeholders shall:



- 6.5.2. Provide teachers with decent and competitive remuneration which are as attractive in comparison to other professions with the same level of experience and qualifications.
- 6.5.3. Ensure that teachers working in rural, remote and hardship settings receive bonuses and incentives, such as transport, rural hardship allowances, security and housing (15% of the consolidated salary) to encourage experienced teachers to serve in these areas.
- 6.5.4. Approve and implement a consolidated teacher salary scale that is not only determined by one's qualification but one that takes into consideration the teacher's experience, performance and professional status as well.
- 6.5.5. Develop clear frameworks and guidelines that support teachers who are working in crisis-affected regions, nomadic areas, refugee camps and local areas prone to violence.
- 6.5.6. Offer contracts with gratuities and other conditions of service for a minimum duration of three (3) years to teachers employed by private learning institutions.
- 6.5.7. Increase salaries and other allowances over time based on:
- i. Experience;
 - ii. Satisfactory performance;
 - iii. Academic qualification; and
 - iv. Professional status and validity of teaching license.
- 6.5.8. Ensure that teachers performing extra duties beyond teaching are provided with allowances subject to satisfactory performance.
- 6.5.9. Provide additional remuneration on an approved scale to a teacher whose regular schedule exceeds the normal maximum number of class contact hours as provided for.



6.5.10. Provide teachers with paid leave in case of being away for studies, on sick leave, maternity or paternity leave in line with the conditions of service of teachers in Nigeria.

6.5.11. Provide non-financial incentives to teachers, such as housing, health insurance, study leave, clean and conducive work environment, etc.

Teacher Remuneration and Incentives



6.6. KEY PRINCIPLE FOUR: Teacher Career Development Pathways

6.6.1. Providing teachers with decent conditions of work, achievable and adequate career paths support their dignity within and beyond their working lives. Teachers, like in any other profession, would want to see themselves rise in ranks. This helps them to plan their future career development and work towards it.

6.6.2. Two professional pathways shall provide career development prospects for teachers depending on their passion and competencies. These pathways are the Teaching pathway and the Leadership pathway;

i. **The Teaching pathway:**

The Teaching Pathway is designed to recognize, reward and promote teachers who demonstrate exceptional commitment and expertise in classroom instruction. It provides a structured career progression for those who choose to



specialize in pedagogy, curriculum delivery, learner engagement and assessment practices, without necessarily transitioning into administrative or managerial roles.

Through the Teaching Pathway, teachers are encouraged to deepen their pedagogical knowledge, integrate innovative teaching strategies and mentor colleagues, thereby improving overall learning outcomes. Advancement within this pathway is based on continuous professional development, years of experience, demonstrable teaching competence and positive impact on learners for teachers who are highly passionate about classroom teaching proficiency. This track involves four levels of progression:

Teaching Track (Horizontal Progression)

[BEGINNER] → [PROFICIENT] → [MENTOR] → [DISTINGUISHED]

Level	Description
Beginner	New to teaching. Focuses on understanding curriculum, classroom management, and basic instruction.
Proficient	Demonstrates consistent, effective teaching practices. Applies feedback and shows growth.
Mentor	Guides and supports other teachers. Shares best practices and contributes to professional learning communities.
Distinguished	Recognized for exceptional teaching and impact on learners and peers. Demonstrates innovation and leadership in pedagogy.

ii. **The Leadership pathway:**

The Leadership Pathway provides a structured route for teachers who aspire to take on greater responsibilities in managing and leading educational institutions.



It is tailored for educators who exhibit strong leadership potential, organizational skills and a vision for improving teaching and learning beyond the classroom level.

This pathway recognizes that effective school leadership is critical to educational quality and reform. It focuses on developing teachers into instructional leaders, administrators and policy influencers who can foster supportive learning environments, guide staff development and ensure that schools operate efficiently and equitably.

Teachers on the Leadership Pathway are expected to pursue additional academic and professional training in educational management, leadership and related disciplines. Their progression is determined by demonstrated leadership competencies, ethical conduct, strategic thinking and measurable impact on school improvement and student performance for teachers who are competent and focused on management and leadership of learning institutions. This track involves four levels of progression:

Leading Track (Vertical Progression)

[BEGINNER-]



[PROFICIENT-]



[MENTOR-LEADER]



[DISTINGUISHED]

Level	Description
Beginner	Newly transitioned from teaching excellence to leadership. Starts to lead small teams or initiatives.



Proficient	Demonstrates growing confidence and effectiveness in leading peers or school programs.
Mentor - Leader	Acts as a mentor for other leaders. Shapes organizational or institutional practices.
Distinguished (Leader)	Exhibits exemplary leadership at a system or regional level. Influences policy, vision, and large-scale educational outcomes.

6.6.3. For teachers to be considered for the leadership pathway, such teachers must take additional academic and professional studies in the areas of the pathway.

6.6.4 The pathways shall have four levels namely:

- i. Beginner, (0 – 5) years’ experience
- ii. Proficient, (6 – 10)
- iii. Mentor, (11 – 15)
- iv. Distinguished, (16 and above)

6.6.5. No teacher shall enter the education system as a school leader, but all shall start as a teacher until one has reached the mentor stage.

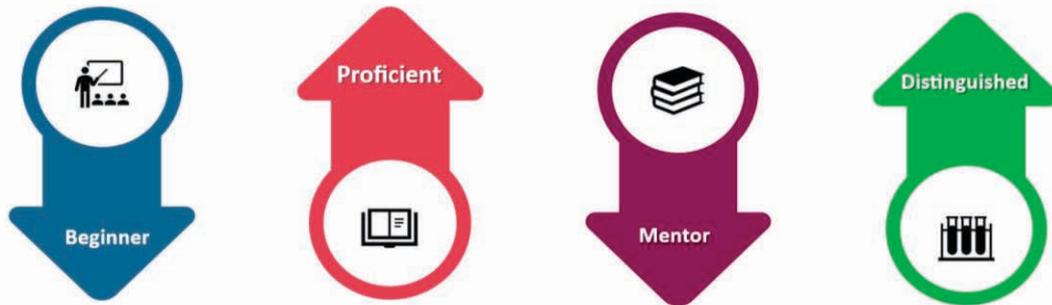
6.6.6. The distinguished teacher shall continue to get a salary and other allowances increased just as the leader.

6.6.7 The teacher pathway shall not be seen and implemented as an inferior pathway in comparison to the other leadership pathway.

6.6.8. Teaching and Leading Tracks Progression.



Teaching/Leading Track



6.7. KEY PRINCIPLE FIVE: Teacher Standards and Accountability

6.7.1. The implementation of accountability measures and robust evaluation systems of teacher standards is one of the key elements of improving teaching, learning and teacher professionalism. Methods of assessing teacher performance that consider the complex role of teachers in diverse settings shall be established, with the aim of developing and improving the quality of teaching and its effective impact on learning. Consequently:

6.7.2. There shall be mandatory teacher evaluation focusing on teacher accountability, performance and teacher standards which shall embrace the following:

- i. Classroom observation;
- ii. Interviews;
- iii. Keeping of professional records such as lesson plans, schemes of work, portfolios, etc.;
- iv. Individual teacher annual work plan;
- v. Evidence of student development and learning; and
- vi. Views and feedback from different stakeholders such as learners, community members, parents and education institutions working with schools.



6.7.3 For the teachers the evaluation tools shall include the following but not be limited to:

- i. **Professional Knowledge and Understanding:** These explain the intellectual capacity required of teachers to grasp the relevant academic, logical and conceptual issues involved in teaching and learning.
- ii. **Professional Practices and Skills:** These establish the capacity expected of teachers to practically plan and implement learning programmes, evaluate learner performance, provide feedback, work on the outcome of evaluation and guarantee a friendly and safe school environment, among other needs.
- iii. **Professional Conduct:** These provide for explanations on how teachers behave as professionals, in the school and community. It most importantly includes how teachers relate and treat learners and members of the community.
- iv. **Professional Membership Obligations:** It is necessary for the teacher to first and foremost be registered and licensed to teach in Nigeria but at the same time belong and participate in subject specialization associations.

6.7.4. Assessments and evaluation of teachers and leaders performance shall be undertaken through the instrumentality of the Teacher Competency Assessment Framework of TRCN to help teachers better understand their practice and shape their professional development and knowledge and professional membership obligations.

6.7.5. Teacher performance appraisal shall be made with the focus to ensure that overall education objectives are being met in the best interest of learners.

6.7.6. Teacher performance assessments, evaluations and appraisals should be systematic, rigorous and formative in their orientation and designed in consultation with teachers and other education stakeholders.

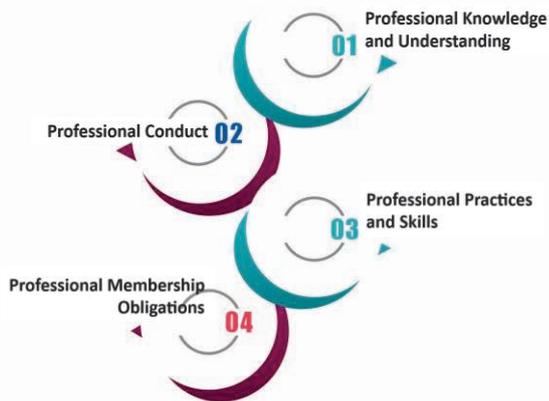


- 6.6.7. In crisis prone regions TRCN shall adapt teacher performance evaluations to account for the impact of the crisis on the roles of staff and changes in teaching practices due to physical distancing measures and disturbances.
- 6.7.7. Teacher Performance Management System shall be designed and executed to encourage and help teachers in the performance of their professional tasks and not to diminish the freedom, initiative, autonomy, personal agency and responsibility of teachers.
- 6.7.8. Every possible effort shall be made to promote close co-operation between teachers and other education stakeholders such as parents in the interests of learners, but teachers should be protected against unfair or unwarranted interference by education stakeholders in matters which are essentially the teacher's professional responsibility.
- 6.7.9. While the education system demands teachers' accountability, teachers need to be viewed as professional experts who are part of a professional and practicing community that is constantly updating its skills and working together collaboratively with full professional autonomy. This requires developing and maintaining professional standards for teaching and ensuring that teachers can exercise academic freedom as part of their professional autonomy.
- 6.7.10. The construction, use and application of teaching standards among teachers shall be done in the spirit of social dialogue and collegiality among education stakeholders, including governments and teacher representatives. The Education International/UNESCO Global Framework for Professional Teaching Standards and other policies and frameworks can be used as useful resources that can raise the Nigerian teacher standards to the best global practices in teaching.
- 6.7.11. The Teachers Registration Council of Nigeria (TRCN) shall design and maintain a Teacher Management and Information System which is aligned to the Education Management Information System in order to strategically predict and manage the



demand for teachers, track their professional and career development and ensure the equitable deployment of qualified teachers across all regions.

Teacher Standards and Accountability



6.8. KEY PRINCIPLE SIX: School Leadership and Management

6.8.1. The quality and type of leadership has a significant influence on the quality of education that learners receive. School Leaders, therefore, are key contributors to improve the life chances of all learners across Nigeria. Good and successful school leaders focus on improving teaching and learning through their influence on school staff motivation, commitment, teaching practices and provision of appropriate teaching and learning resources. Therefore, the appointing authorities in the Federal Ministry of Education (FME), State Ministries of Education (SMoEs) and FCT Education Secretariat shall:

6.8.2. Recommend and appoint effective and competent persons to positions of leadership in schools based on objective, transparent, equitable, valid and merit criteria.

6.8.3. Appoint school leaders who possess the right qualifications, experience, have reached the required career position, with sound judgement, integrity and amiable character.

6.8.4. Ensure that school leaders successfully complete all compulsory continuing educational leadership professional development programmes as required by the



providers of the training, as defined by the national qualifications standards and as outlined in the CPD requirements.

- 6.8.5. Ensure that school leaders and supervisors are prepared to take on additional responsibilities in crisis prone areas and set up support networks and communities of practice.
- 6.8.5. Appraise school leaders as stipulated in the guidelines and take necessary actions where the leader is found to be performing below the expected level while providing incentives to those whose performance is constantly improving.
- 6.8.6. The appraisal for school leaders shall be based on the five domains of the professional standards for school leadership in Nigeria:
 - i. Promoting school improvement and innovation;
 - ii. Leading, teaching and learning;
 - iii. Developing self and others;
 - iv. Leading and managing the school; and
 - v. Engaging and working with the community.
- 6.8.7. Confirm acting leaders within the stipulated time frame (six months) after a rigorous and transparent appraisal process while those who do not prove themselves to have met the required standard shall be reverted to their initial ranks.
- 6.8.8. Appoint the required leadership staff based on the establishment of the respective educational institution, however, it shall not be at variance with the earlier stated standard.
- 6.8.9. Ensure that institutions of learning are led by substantive leaders by appointing qualified persons within the stipulated time frame of six months.
- 6.8.10. Ensure that leaders of educational institutions are up to date with the relevant education policies and are able to interpret and implement them so as to have a



cadre of upcoming leaders who can progressively manage schools without creating a leadership and management vacuum.

6.8.11. School leaders should take teacher related issues seriously and act on them with integrity, dedication, commitment and promptness to create teacher friendly school and work environments.

6.8.12. School leaders shall promote and work within the principles of gender equity, inclusion, respect and collegiality with teachers in the respective educational institutions.

6.8.13 State Ministries of Education shall establish effective communication channels to facilitate real-time information sharing across all levels and stakeholders, and ensure that teachers and school leaders receive real-time, up to-date information about their students within emergency and crises.



6.9. KEY PRINCIPLE SEVEN: Teacher Professionalization and Conduct

6.9.1. The status of the teaching profession depends to a considerable extent upon teachers themselves. Therefore, teachers should seek to achieve the highest possible standards

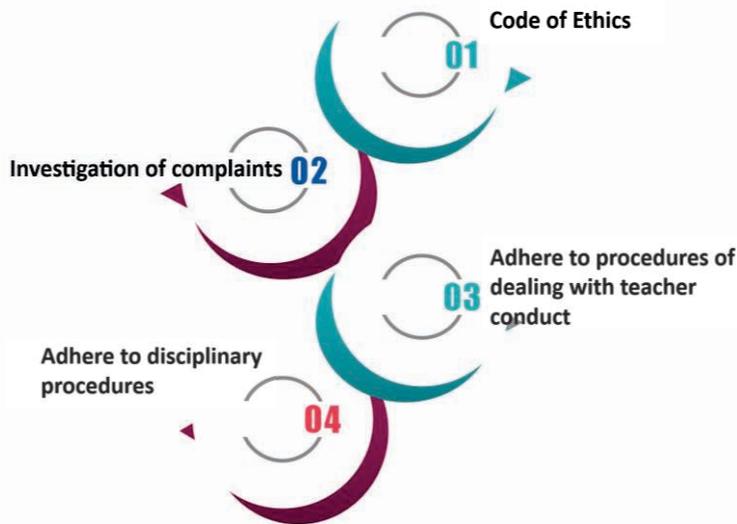


and conduct in all their professional work with learners, colleagues and other education stakeholders. Thus:

- 6.9.2. Codes of ethics or conduct shall be known by all teachers so that they are aware of the ethical requirements of the profession.
- 6.9.3. Relevant authorities must follow the prescribed procedures in dealing with teacher professional conduct allegations within the provided time frame.
- 6.9.4. Investigations of complaints shall be so conducted that the teachers are given a fair opportunity to defend themselves and that no publicity shall be given to the proceedings.
- 6.9.5. Teachers' professional misconduct shall be referred to the Teachers Investigation Panel (TIP) instituted by the Teachers Registration Council of Nigeria (TRCN) across all the 36 States of the Federation and the FCT for subsequent actions of the Teachers Disciplinary Tribunal at the TRCN Headquarters.
- 6.9.6. All disciplinary procedures and processes shall be respected to ensure that justice is granted in an efficient, transparent and fair manner.



Teacher Professionalization and Conduct



6.10. KEY PRINCIPLE EIGHT: CROSS-CUTTING ISSUES: Gender and Inclusion, Teacher Status and Dignity, Teacher Psychosocial Well-Being and Mental Health

There are some teacher-related issues which do not particularly fall in only one of the aforementioned six key principles as explained in this policy but cut across most of them. Therefore, there is a need for the Federal Ministry of Education in Nigeria, State Ministries of Education and private school proprietors to:

- 6.10.1. Develop frameworks and guidelines aimed at providing adequate support and access to professional development; promote the equitable well-being of all teachers by addressing their physical, emotional and psychosocial needs; and raise the status of all teachers.
- 6.10.2. Develop guidelines and measures to promote equity, diversity and inclusion in the teaching workforce especially for vulnerable, disadvantaged and marginalized groups.
- 6.10.3. Promote mental health programmes in all schools among teachers and students.



- 6.10.4. Provide teachers with appropriate and practical psychosocial support to help them face new challenges and overcome experienced trauma and distress.
- 6.10.5. Attract, prepare and recruit qualified and competent marginalized groups into the profession and ensure they are supported to remain in teaching. Such moves should include provisions to promote women and marginalized groups into leadership positions.
- 6.10.6. Protect teachers from all forms of violence and harassment, including gender-based violence at home and at work; and ensure social protection.
- 6.10.7. Develop guidelines to curb violence, all forms of harassment, gender-based violence at home and at the workplace.
- 6.10.8. Improve teachers' working environment in terms of school infrastructure, office space, gender-separate toilets, adequate WASH facilities and teacher workload.
- 6.10.9. Facilitate the recognition of refugee and displaced teachers' qualifications and experience so as to provide entry pathways into the education workforce of host communities, in line with national teaching standards and the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education, to facilitate retention and continuity in the profession through local integration, repatriation and resettlement.
- 6.10.10. Ensure that employment of teachers in camps for refugees and displaced persons should be provided under conditions guaranteeing fundamental principles and rights at work.



Gender and Inclusion, Teacher Status and Dignity, Teacher Psychosocial Well-Being and Mental Health

Promote the equitable well-being of all teachers by addressing their physical, emotional and psychosocial needs



Develop guidelines and measures to promote equity, diversity and inclusion



Promote mental health programmes in all schools among teachers and students



Provide teachers with appropriate and practical psychosocial support





7.0. MONITORING, EVALUATION AND REVIEW OF THE TEACHER POLICY

- 7.1. The implementation of this policy will be closely monitored and evaluated using an evaluation framework which will be designed by Federal Ministry of Education with the support of relevant partners specifically to ensure effective implementation.
- 7.2. Recommendations that will arise from the monitoring and evaluation process and other studies about the policy shall be used during the review of this policy so as to have a continuous evidence-based improvement cycle of the teacher policy and further policy development initiatives.
- 7.3. The evaluation of this policy shall be done periodically by independent but qualified evaluators who shall focus on the policy gaps, efficiency, effectiveness, impacts, challenges. The evaluation process shall give prominence to teachers at all education levels and career ranks so as to get real time information from the direct beneficiaries of the policy.
- 7.4. The monitoring and evaluation process of this policy shall be highly participatory so as to involve all education stakeholders which include teachers, learners, communities, development partners who support education and others.
- 7.4. Data from the Education Management Information System (EMIS) and the Teacher Management Information System (TMIS) shall be harnessed as a key source of the information upon which to base the evaluation findings and recommendations.
- 7.5. The department within the Federal Ministry of Education which is responsible for the review, implementation and evaluation of this policy shall sufficiently budget for the periodic evaluations.



8.0. FUNDING THE IMPLEMENTATION OF THE TEACHER POLICY

- 8.1. Government shall fund the implementation and evaluation of this policy in collaboration with development partners. The responsible department within the Federal Ministry of Education and State Ministries of Education shall ensure a budget is allocated to this cause.
- 8.2. Other education stakeholders such as the private school proprietors, civil society, faith-based organisations may also provide and contribute to the funding of this policy following the ministry's funding procedures.
- 8.3. The Federal Ministry of Education in conjunction with State Ministries of Education shall come up with resource mobilization strategies which are aligned with the costing of the policy so as to complement government funding initiatives.



GLOSSARY OF KEY TERMS

- Accountability:** The obligation or willingness to accept responsibility for one's action and be liable for their consequences.
- Accreditation:** Approval that someone or something has achieved the set standard.
- Community of Practice:** A group of teachers who share a concern or passion for the teaching profession and learn how to do it better as they interact regularly.
- Continuing Professional Development:** refers to all forms of professional development offered to teachers, pedagogical support staff, and teacher professional development networks.
- Demonstration School:** A primary school, secondary school, ECCE center school or any other institution that partners with the Colleges of Education or university based on a MoU, where student teachers gain practical teaching experience.
- Dimension:** Refers to one of the nine aspects of a comprehensive National Teacher Policy, as provided for in the UNESCO's Teacher Policy Development Guide
- Inclusive Education:** This is a process that addresses and responds to the diverse needs of all learners. It involves increasing participation in learning, cultures, and communities, and reducing exclusion within and from education so as to ensure that every learner, regardless of their background or abilities, has equal access to quality education and opportunities to succeed.
- Initial Teacher Education:** Professional preparation of candidates to the teaching profession who could be studying teacher education in a college or university for the first time.
- In-Service:** Professional education provided to a serving teacher as a way to upskill one's competencies.



Mentor Teacher:	Refers to a teacher who is assigned to provide professional support and guidance, and to monitor, beginning qualified teachers as they commence their teaching in a school upon deployment.
Mentor:	A senior member of staff, teacher, with overall responsibility for beginning teachers or leaders in the school.
Pedagogy:	The art and science of teaching, as a professional practice and as a field of academic study.
Policy:	A well thought out course of action and strategies approved and adopted by a government as a way of implementing its programme.
Professional Development:	A series of activities designed to extend and develop teachers' learning and provide evidence for meeting the standards.
Professionalism:	The ideal to which individual and occupational groups aspire, in order to distinguish themselves from other occupations or workers.
Reward:	Recognition provided for the service, effort, achievement or worthy behavior.
School Leader:	Refers to the person who has ultimate responsibility and accountability for the school.
Student Teacher:	Refers to teachers aiming to improve their qualifications or students who have enrolled in teacher education programmes
Teacher Attrition:	The state and condition of fully trained and prepared teachers abandoning the teaching profession for other jobs or the rate at which teachers migrate from the teaching profession to other vocations.
Teacher Deployment:	Refers to policies, procedures and processes used to allocate teachers to schools and other areas of responsibility.



- Teacher Education Institutions:** Refers to government and private colleges and universities offering approved pre-service teacher and in-service teacher education and training programmes.
- Teacher Education:** Refers to all forms of teacher preparation at all levels of education and includes initial/pre-service and in-service/continuing professional development training and support provided to teachers across all teacher education institutions, including support provided by federal and state-level education offices and schools.
- Teacher Educator:** Refers to lecturers in teacher education institutions who prepare pre-service and in-service teachers for their professional role as a teacher.
- Teacher Recruitment:** Refers to the hiring of teachers and civil servants to schools.
- Teacher:** An individual holding formally recognised teaching qualifications and who meets standards of practice that are defined, judged, and recognised through the teaching profession.
- Teacher's Standards:** Written descriptions of competencies that teachers are expected to know and be able to do during their preparation and in professional practice.



FEDERAL MINISTRY OF EDUCATION

**NATIONAL TEACHER POLICY
(NTP)**

IMPLEMENTATION GUIDELINES

NOVEMBER 2025



ACRONYMS

CASON	Counselling Association of Nigeria
CPD	Continuing Professional Development
CSO	Civil Society Organization
FCT	Federal Capital Territory
FCTAES	Federal Capital Territory Administration Education Secretariat
FME	Federal Ministry of Education
ITE	Initial Teacher Education
JAMB	Joint Admissions and Matriculation Board
NABTEB	National Business and Technical Education Board Examination
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NITDA	National Information Technology Development Agency
NTI	National Teachers Institute
NTP	National Teacher Policy
NUT	Nigeria Union of Teachers
SDG	Sustainable Development Goals
SMoE	State Ministry of Education
SUBEB	State Universal Basic Education Board
TETFund	Tertiary Education Trust Fund
TRCN	Teachers Registration Council of Nigeria
UBEC	Universal Basic Education Commission
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization



1.0 Introduction

The National Teacher Policy's (NTP) successful implementation will to a great extent depend on how well the implementation guidelines that are expressed in this document are actualized. The implementation guidelines that are provided give detailed guidance on how all stakeholders are to put the NTP interventions into practice. Teacher management has been made clear and standardized because of these guidelines which all stakeholders are expected to implement. Moreover, the policy implementation guidelines shall foster the promotion of best practices in teacher management. It is for this reason that these policy implementation guidelines should be interpreted together with the policy standards which are in the NTP.

2.0 Background

It is a fact that teacher quality and quality teaching are vital for the enhancement of educational achievements in all countries, including Nigeria. Improving teacher quality and effectiveness is vital to Nigeria for meeting the SDG 4 founded in Target 4.c, to increase the supply of qualified teachers that are adequately prepared, professionally qualified, sufficiently motivated and effectively supported. The primary goal of these guidelines is to ensure that the National Teacher Policy is effectively implemented so as to support equality, equity, quality and inclusion in education while recognizing the key role that teachers play.

These guidelines are therefore significant in translating the NTP standards into actionable interventions. It is thus important that these clear and elaborate guidelines are availed to all stakeholders in the education sector together with the National Teacher Policy.

3.0 Purpose and Structure of the National Teacher Policy Implementation Guidelines

The aim of these National Teacher Policy Implementation Guidelines is to:



- 3.1 Provide guidance on the dimensions and principles that make up the policy so as to promote comprehensive implementation, accountability and efficiency when dealing with teachers in the country. This will reduce vagueness in teacher management.
- 3.2 Give information and direction to authorities and other stakeholders during the implementation of the policy requirements of the National Teacher Policy.
- 3.3 Clearly provide compliance of standards and guidance to all stakeholders for decision-making when implementing the National Teacher Policy.

The structure of these guidelines follows the sequence of the dimensions or principles that have been explained in form of standards in the National Teacher Policy.

4.0 Scope of the National Teacher Policy Implementation Guidelines

- 4.1 The National Teacher Policy implementation Guidelines will apply to all teachers at the Early Childhood Education, Basic Education and Secondary Education levels. Further, the guidelines will apply to all teacher administrators, technical and vocational education and training teachers and all teacher educators in institutions of higher learning providing teacher education.
- 4.2 Specific policy interventions and frameworks will also apply to other relevant stakeholders including, central and local government authorities, institutions of higher learning, public and private school administrators and proprietors, parents and other community members.
- 4.3 Other key stakeholders that the National Teacher Policy Implementation guidelines will apply to education agencies, development partners, teacher unions and associations, and CSOs.
- 4.4 This document is applicable to all the education sector authorities in Nigeria as defined under the relevant laws.



5.0 Application of the Guidelines

- 5.1 Given the spectrum and variety of stakeholders who are accountable to the National Teacher Policy and to whom the implementation of the guidelines is relevant and critical, it is vital to note that there is no one way method of achieving and meeting these policy standards. Institutions' profiles, strategies, objectives and environments will provide the approach to meeting these National Teacher Policy standards using their creativity and innovative approaches. Collaboration among stakeholders will be crucial in achieving the objectives of the National Teacher Policy and the subsequent effectiveness of the implementation guidelines.
- 5.2 It is, however, important to acknowledge that these guidelines shall be interpreted in the light of the provisions of the National Teacher Policy Implementation Standards and therefore they are an additional and complementary resource to aid the optimum actualization of the NTP.

6.0 Enabling Conditions

Having an enabling environment for the implementation of the National Teacher Policy (NTP) is a necessary precondition for the successful implementation of the guidelines. Successful policy implementation relies on certain enabling and necessary conditions which include:

- i. High level endorsement and political will by government and senior education officials;
- ii. Adequate, timely and sustainable financing; and
- iii. Leadership and collaboration.

Therefore, it is imperative that the following levels of leadership take active roles and responsibilities in the implementation of the policy guidelines.



- a. **The Federal Government** shall continue to provide leadership in keeping the NTP alive through regular review of its implementation, along with states and local governments, and through direct technical and other forms of assistance (as the need arises) to state and local governments.
- b. **State Government** shall be required to demonstrate in concrete terms their acceptance of and adherence to NTP through state-specific directives to state ministries and state-owned institutions that deal with teacher issues. That the states are proprietors of the largest number of institutions and that they employ the bulk of teachers in the country make such demonstrable commitment an imperative.
- c. **Local Government** shall also demonstrate their strong commitment to NTP by establishing appropriate structures for ensuring its implementation down to the grassroots (community and institutional) levels.



7.0 The National Teacher Policy Implementation Guidelines

The NTP implementation guidelines are aligned to the NTP implementation standards.

7.1 Teacher Education

Teachers play a crucial role in achieving national educational goals. They are vital in the provision of quality education which is a prerequisite for learning achievements and outcomes of learners. Teacher education is one of the most critical and essential dimensions of the National Teacher Policy which includes initial teacher education (ITE), or also referred to as pre-service teacher education, a process of preparing student teachers to be professional and specialized teachers. It also includes continuing professional development (CPD) which contains in-service teacher education and training of qualified teachers, pedagogical support, and a teacher professional development network. CPD is a form of professional development offered to teachers once they are qualified. It starts at the recruitment of newly qualified teachers (NQTs), along with the whole teaching profession and pedagogical support from early childhood, primary education to secondary education. In-service teacher education refers to training of teachers which focuses on the upskilling of teaching competencies.

	Focus area	Targeted Outcomes	Key Actions	Indicators	Means verification	of	Responsible Actors
i	Admission and enrollment of student teachers.	Adequate supply of qualified and motivated teachers.	Sensitization, incentivization and screening.	Increased number of best brains attracted to the teaching profession.	JAMB admission report.		FME, NUT, NCCE, TRCN, SMOEs, JAMB, NELFund, TET Fund.
	Initial teacher	1. Majority of	1. Implementation	1. Number	Accreditation		NCCE, NUC.



National Teacher Policy (NTP)

ii	preparation, registration & accreditation	<p>teachers have qualifications beyond NCE.</p> <p>2. All teacher education programmes are need based, regularly reviewed to meet the minimum standard, adequately resourced, and accredited.</p> <p>3. All teachers are certified and licensed.</p>	<p>of FCEs 2023 (Dual Mandate) and domestication the Acts by states and private institutions</p> <p>2. Adequate provision of resources for effective running of teacher education programmes.</p>	<p>of institutions running dual mandate.</p> <p>2. Number of institutions and programmes fully accredited</p> <p>3. Number of teachers certified and licensed.</p>	<p>report, Statistical digest, register of qualified teachers,</p>	<p>TRCN, FME, CoEs, Universities, and SMOEs,</p>
iii	Teacher continuing learning and professional development	<p>1. Enhanced teachers' capacity and competence for better service delivery.</p> <p>2. Increased number of</p>	<p>1. Sensitization of the pre-service, in-service teachers, and stakeholders to embrace continuous professional development.</p>	<p>1. Number of advocacy campaigns conducted.</p> <p>2. Number of</p>	<p>1. Pictures taken during sensitization reports of the events.</p> <p>2. Data of</p>	<p>FME, SMOE, SUBEB, Colleges of Education, NTI, NCCE, NBTE, NIEPA, private school proprietors, school leaders and teachers.</p>



		<p>teachers participating in CPD activities.</p>	<p>2. Policy document and content of the guidelines and framework should be made available to schools.</p> <p>3. Assessing teachers to understand demand driven CPD as needed to improve education outcomes.</p> <p>4. Advocacy to key stakeholders (traditional rulers, education policy makers) to ensure implementation of the policy, including funding.</p>	<p>of sensitizations conducted.</p> <p>3. Results from the assessments conducted.</p>	<p>teachers that have benefitted from CPD.</p> <p>3. Certificates issued to teachers after the trainings.</p>	
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iv	Integration of Digital and 21 st Century Skills	<ol style="list-style-type: none"> 1. ICT proficient teachers. 2. Improved learning outcomes and 21st century skills. 3. Teachers are acquainted with the skills for Artificial Intelligence. 4. Students demonstrate proficiency in the use of digital platforms for routine schoolwork including examinations . 	<ol style="list-style-type: none"> 1. Provision of adequate ICT facilities. 2. Provision of Continuing Professional Development Programmes. 3. Regular supply of power and internet connectivity. 4. Integration of digitalization and AI component into the Whole School Evaluation instruments. 5. Improvement in results of practical based examinations for students. 	<ol style="list-style-type: none"> 1. Number of teachers that are digitally competent. 2. Number of training programmes conducted. 3. Number of institutions with effective and functional internet connectivity. 4. Copies of toolkit indicating the integration of AI component. 	<ol style="list-style-type: none"> 1. Whole school evaluation report with component on digitization. (this will inform school improvement plan). 2. Reports of on-the-spot assessment and reports to verify existence of the items, infrastructure. 3. Procurement documents of the equipment 	<p>FME-ICT, NITDA, SMoE, SUBEB, Colleges of Education, NCCE, NBTE, private school proprietors, school leaders and teachers</p>
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7.2 Teacher Recruitment, Employment and Deployment

Teacher recruitment, employment and deployment are important elements of teacher management. These are key dimensions of the teaching profession which are crucial in building a teacher workforce that is large enough to meet the needs of the school-age population. The recruitment and allocation of teachers in remote and rural areas for instance is a particular challenge. It is difficult to attract teachers, especially civil servants, to such contexts and many teachers seek for transfers to other areas with modern social amenities.

Focus area	Targets	Key Actions	Indicators	Means of verification	Responsible Actors
Teacher Recruitment, Employment and Deployment	Qualified and competent teachers recruited and employed for effective teaching and learning	<ol style="list-style-type: none"> Needs assessment and TMIS to identify shortages of teachers. Advertise vacancies stating clearly the criteria for employment. Conduct standardized tests. Verification report from 	Number of teachers recruited within a period.	List from the employer documentation/acceptance of offer from recruited teachers	State and non-state (public and private) employers.



<p>Teacher Recruitment, Employment and Deployment</p>	<p>Teachers deployed based on needs such as geographic location, gender, class and subjects</p>	<p>TRCN.</p> <ol style="list-style-type: none"> 1. Needs assessment to identify needs. 2. Develop teacher allocation plan. 3. Equitable distribution based on teacher allocation plan. 4. Incentives to teachers for hard to reach/remote areas. 5. Adequate security. 6. Preference for local recruitment. 	<p>Number of teachers deployed on teacher allocation plan and teacher to learner ratio</p>	<p>Nominal roll of teachers. Assumption of duty documents. Attendance registers.</p>	<p>State and non-state (public and private) employers</p>
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7.3. Teacher Remuneration and Incentives

Remuneration, incentives and rewards for teachers are given to them in the form of salary and non-salary reward for teachers' work and include allowances and a wide range of financial and non-financial incentives. These rewards and remuneration help to support teacher recruitment, retention, motivation and effectiveness. Attracting the best candidates to the teaching profession will very much depend on attractive teacher remuneration and rewards.

Focus area	Targets	Key Actions	Indicators	Means of verification	Responsible Actors
Teacher Remuneration and Incentives	<ol style="list-style-type: none"> 1. Attract and retain qualified teachers. 2. Have committed and motivated teachers who are experienced with a high job satisfaction and willing to accept responsibilities. 	<ol style="list-style-type: none"> 1. Provide teachers with decent and competitive remuneration. 2. Provide incentives for teachers in hard reach/remote areas. 3. Approve and implement a consolidated teacher designed salary scale. 4. Implement a harmonised retirement age 	Number of teachers retained over a period of time.	<p>Circular showing implementation of changes. Payroll.</p>	State and non-state (public and private) employers



_____ for teachers.

- All teacher employers will be required to benchmark salaries and best practices for teachers to ensure competitiveness and promote teacher retention.
- An in built-merit system shall be used to offer appropriate incentives to best teachers and teachers, teachers working in rural, remote and hard to reach places.

7.4. Teacher Career Development Pathways

Attracting quality candidates to the teaching profession and securing motivation and commitment to remain in the profession partly depend on how such candidates view the teacher career development and pathways. A teacher career path which has an adequate remuneration and rewards package is likely to attract highly competent and qualified candidates to the teaching profession. It is for this reason that the implementation guidelines should clearly provide guidance on how this can be effectively done.

Focus area	Targets	Key Actions	Indicators	Means verification	Responsible Actors
Teacher Career Development and Pathways	<ol style="list-style-type: none"> 1. Awareness of the Career Path Policy created. 2. Operationalization of the professional standards and competence for improved teacher status. 3. Improved job 	<ol style="list-style-type: none"> 1. Distribute copies of the Career Path Policy. 2. Sensitisation of stakeholders on the Career path Policy. 3. Categorise and place teachers 	<ol style="list-style-type: none"> 1. Number of teachers categorised and placed in line with the Career Path Policy TCP policy 2. Number of teachers 	<ol style="list-style-type: none"> 1. Reports from MCPDs promoted teachers with valid license from TRCN 2. List of teachers promoted with valid license from TRCN 	TRCN, State and non-state (public and private) employers, UBEC, SUBEBs



	<p>retention. 4. Better performance management.</p>	<p>in line with The Career Path Policy in conjunction with TRCN. 4. Support teachers to participate in mandatory continuous professional development programmes.</p>	<p>that participated in mandatory continuous professional development programmes</p>	
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There will be two professional career pathways to provide opportunities for career progression and professional enhancement for deserving teachers. The following pathways will apply;

- a. **Teaching pathway:** These are teachers who will continue to facilitate the teaching and learning process in the classroom while attending additional CPD trainings to keep up to date with their profession’s demands.
- b. **Leadership pathway:** Those teachers aspiring to become leaders will be required to have additional education and training in leadership and management and will assume the leadership role as provided for in the National Teacher Policy standards.



7.5 Teacher Standards and Accountability

The aim of improving education quality and learner outcomes will very much be supported by the implementation of teacher standards and accountability guidelines. Teacher competencies and professional conduct is as a result of teacher standards and accountability demands. Monitoring and assessment of teacher performance helps teachers to set professional targets which focus on improving learner performance.

Focus area	Targets	Key Actions	Indicators	Means of verification	Responsible Actors
Teachers Standards and Accountability	Mandatory evaluation focusing on teacher performance and teacher standards	<ol style="list-style-type: none"> Classroom observation; Interviews; Keeping professional records such as lesson plans, schemes of work, portfolios etc; Individual teacher annual work plan; Evidence of students' development and learning; and Views and feedback from different stakeholders such as learners, community members, parents and education institutions working with schools. 	Number of teachers assessed and evaluated	<ol style="list-style-type: none"> Evaluation Checklist and Evaluation Inspection Report. 	FME, TRCN, UBEC, SMoE & Edu FCT Secretariat, SUBEB, Head teachers.



7.6 School Leadership and Management

The management of teaching and learning is very much dependent on the type of school leadership and governance. An effective school governance system enhances the quality of teaching and learning and thus promotes desired learner outcomes. Furthermore, effective school governance and leadership motivate, empower, and support teachers and the work that they do. Providing a robust and comprehensive professional development programme to support school management officers strengthens their performance especially instructional competencies which enhance quality teaching and learning.

Focus area	Targets	Key Actions	Indicators	Means of verification	Responsible Actors
School Leadership and Management	<ol style="list-style-type: none"> 1. Appointment based on merit; 2. Compulsory Continuing Educational 	<ol style="list-style-type: none"> 1. Review and update existing criteria for appointments. 	<ol style="list-style-type: none"> 1. Evidence of reviewed leadership promotion criteria. 	<ol style="list-style-type: none"> 1. Appointment Records 2. Training Attendance and Training Reports 	FME, Teaching Service Commission, Post Primary



	Leadership Professional Development	<p>2. Implement merit-based criteria for leadership appointments.</p> <p>3. Institute and implement mandatory training on school leadership.</p>	<p>2. Number of appointments adhering to the criteria.</p> <p>3. Number of states implementing mandatory training on school leadership.</p>	<p>school Service Commission, SUBEB/FCT UBEB & FCT Edu Secretariat, private school proprietors, NIEPA, NTI</p>
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7.7 Teacher Professionalization and Conduct

Teacher professionalization and conduct is a necessary condition for making teaching a profession.

Focus area	Targets	Key Actions	Indicators	Means of verification	Responsible Actors
Teacher Professional Conduct	Teachers demonstrate adherence to professional ethics.	Sensitize teachers on the professional code of conduct	Number of sensitization workshops conducted.	Workshop reports, Professional Conduct Review Reports	TRCN, FME, UBEC, SUBEBs, private school proprietors



7.8 Cross Cutting Issues

In order to have well motivated and competent teachers in schools there are other aspects of teacher issues that need attention and guidance on. The following NTP implementation guidelines give guidance on a number of teacher issues that cut across most of the dimensions that have been explained earlier.

Focus area	Targets	Key Actions	Indicators	Means verification	Responsible Actors
Equity, diversity and inclusion in the teaching workforce	Women, persons with disability, vulnerable, disadvantaged and marginalized groups included in teaching workforce.	Guidelines and measures to promote equity	<ol style="list-style-type: none"> 1. Implementation and mechanism and guidelines put in place. 2. Data on the target groups. Percentage of diversity and inclusion in the teaching workforce 	Data on the target groups. Reports	<ul style="list-style-type: none"> • FME, Gender Department National Commission for People Living with Disability Ministry of Women Private school proprietors. • SMOEs
Mental	School leaders, teachers, learners and	1. Mental health and psychosocial	1. Number of schools implementing the programme.	Training reports. Certification after training.	FME/SMOEs/FCTA Counselling Association of



<p>health and psychosocial programmes</p>	<p>non-teaching staff trained mental health and psychosocial support.</p>	<p>2. Enabling working environment 3. Continuous professional training for counsellors</p>	<p>2. Number of functional counselling departments in schools.</p>	<p>Counsellors' registry</p>	<p>Nigeria (CASON) Private school proprietors</p>
<p>Equity and Inclusivity in leadership roles</p>	<p>Women, people with disability and marginalized groups included in school leadership.</p>	<p>1. Recruitment of qualified and competent women, people with disability and marginalized groups in leadership. 2. Gender balance in promotion policies. 3. Gender responsive facilities. 4. Inclusive working environment. 5. Disability friendly working environment.</p>	<p>1. Number of marginalized people recruited and retained in the profession. 2. Number of marginalized groups promoted to leadership.</p>	<p>HR Reports Promotion Records</p>	<p>FME/SMOEs/FCTAES, Private school proprietors, TRCN</p>



National Teacher Policy (NTP)

<p>Protection of school leaders, teachers and learners from all forms of violence and harassment.</p>	<p>Teachers, learners and school leaders and non-teaching staff work and learn in a safe environment.</p>	<p>1. Establish proper and enabling reporting system in schools. 2. Develop and implement policies against all forms of violence and harassment in schools.</p>	<p>1. Teacher's code of Conduct. 2. Number of schools that developed the policy 3. Number of schools implementing the policy. 4. Number of cases reported and usage of the register.</p>	<p>1. Policy document. 2. Reporting Register.</p>	<p>FME/SMOE/FCTAES, Private school proprietors, TRCN, Development partners with Interventions in the area.</p>
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Glossary of Key Terms

- Academic performance:** This refers to the measurable grading of achievements that are authenticated through grades or scores in school or a recognized academic institution.
- Career pathway:** Refers to a specific education specialization and field in which someone progresses after being licensed and registered as a teacher.
- Career structure:** refers to a recognized framework of advancement within the teaching service.
- Competitive:** This refers to a standard of a reasonable offer which is almost the same as the other teachers in the region, globe and probably a little higher, same or little lower with a very minimal deviation.
- Guidelines:** These are administrative instructions or recommendations that are based on the NTP Standards which are meant to achieve the policy's purpose.
- Pedagogy:** Refers to methods and practice of teaching.
- Profession:** Refers to a calling that requires specialized competencies through rigorous academic preparation.
- Reward system:** refers to a set of monetary and non-monetary compensation.
- Standards:** These are mandatory rules that are designed to be conformed to and supported as a policy. Thus, the use of the words such as: *will*, *shall* and *must* implying mandatory requirements.



- Teacher:** This is a person who has successfully completed a course of teacher education from a recognized institution of higher education that is approved by the Ministry of Education at all levels of governance and is registered as a teacher by the relevant institution.
- Teacher Accountability:** refer to the teacher's responsibility towards their students and the whole teaching and learning process.
- Teacher allocation:** refers to the deployment of teachers to a school according to the needs, or the transfer of a teacher from one school to another as a way of ensuring that all schools have sufficient teachers.
- Teacher deployment:** refers to policies, procedures and processes used to allocate teachers to schools.
- Teacher educators:** refers to lecturers at teacher education institutions who prepare pre-service teachers for their professional role as a teacher.
- Teacher professionalism:** defined as the knowledge, skills, and practices that teachers must have in order to be effective educators.
- Teacher recruitment:** refers to the process of hiring teachers and other support staff to schools.
- Teacher Standards:** refer to the minimum level of practice that all teachers must demonstrate in the course of executing their duty.



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