



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

Teachers Code of Conduct

2013 Edition

(C) 2013

FIRST PUBLISHED 2004

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FOREWORD

The Teachers Registration Council of Nigeria was established to bring about a rapid transformation of the teaching profession to the highest standards possible. This is particularly with respect to the quality of teacher education programmes, registration and licensing, mandatory continuing professional development, professional conduct, and overall social status of teachers at all levels of the education system. However, this transformation cannot be possible without a fundamental change in the attitudes, orientations, and behaviour of teachers towards greater values, ideals and practices as obtains in other noble professions. In other words, a comprehensive ethical framework is required to define what the new cherished values, ideals and practices should be. There is also the need for legal instruments to enforce the provisions of the ethical framework.

With the publication of this document, the teaching profession has got all the requirements stated above. One, the TRCN Act has provided for the establishment of Teachers Investigation Panels in all states of the Federation including the Federal Capital Territory and the Teachers Tribunal at the TRCN Headquarters. The Panels are to serve as a watch dogs over teachers' professional conducts and to report substantive misconducts to the Teachers Tribunal for prosecution. Professional tribunals are very popular and important and the Medical and Dental Council of Nigeria Tribunal serves as a good example. Two, this Teachers Code of Conduct has equally defined what is now acceptable or unacceptable in the occupational and even personal lifestyles of teachers. The Code is indeed an impressive one, comprehensive in content and has received inputs from a wide spectrum of stakeholders.

I congratulate TRCN for this achievement and the teachers for a better future to be brought about by the anticipated ethical revolutions. Consequently, I urge all teachers, stakeholders in education and the general public to add this Teachers Code of Conduct to their stock of very important literature.

MRS NORA CHINWE OBAJI

HONOURABLE MINISTER OF EDUCATION

FEDERAL REPUBLIC OF NIGERIA

(SEPTEMBER 2005)

ACKNOWLEDGEMENT

The Teachers Code of Conduct was first published in the year 2004 and lot of effort went into the development of that first edition. For instance, the TRCN secretariat and the Governing Board as well as the agencies and institutions represented on the Board participated in drafting the edition. TRCN also carried out researches into the nature of the Codes of Conduct in other well established professions. The maiden edition of the Teachers Code of Conduct, therefore, was widely regarded as very excellent.

Notwithstanding the acclaimed quality of the maiden edition, TRCN thought it wise to still circulate the Code of conduct to as many stakeholders as possible for inputs. This was because TRCN believed that professional conducts is a sensitive and important issues requiring an overwhelming consensus so that all stakeholders could be unequivocally committed to its enforcement. In the process, the Code was sent to over four hundred agencies and institutions for study and suggestions. These included the Federal Ministry of Education and most of its agencies dealing with teachers, all State Ministries of Education, State Primary Education Boards, Secondary Education Management Boards, Teaching Services Commissions, Colleges of Education, Polytechnics, Faculties and Institute of Education of Nigerian universities, etc.

TRCN is very glad to report that stakeholders took the issue of the Code of Conduct for teachers quite seriously and forwarded their inputs promptly. It is notable that virtually all the inputs commended the comprehensive content of the first edition and the bold attempt to address the issues of conduct in the profession. TRCN is honoured and grateful to all the stakeholders that took the pain to review the Code and offer their opinions. Special mention could be made of just few of the stakeholders with the most extensive and timely inputs. These are:

Federal Ministry of Education,

School of Technology Education, Abubakar Tafawa

Balewa University, Bauchi,

Bayelsa State Post Primary Schools Board, Yenegoa,

Hassan Usman Katsina Polytechnic, Katsina,

Institutes of Management Technology, Enugu,

Ministry of Education, Ilorin, Kwara State,

Federal College of Education Umunze,

Faculty of Education, Enugu State University of Science and Technology,

Nigeria Union of Teachers, National Headquarters, Abuja,

Federal Capital Territory Primary Education Board, Abuja,

Katsina State Teachers Service Board, Katsina,

Ministry of Education, Calabar, Cross River State,

Ministry of Education, Awka, Anambra State, and

Kaduna Polytechnic, Kaduna.

TRCN is also grateful to sister professional regulatory agencies whose professional codes of conduct were consulted and above all, which gave all the cooperation needed during TRCN's research in their organizations for the purposes of developing the Teachers Code of Conduct and other TRCN professional blueprints. The agencies include the Council of Legal Education, Medical and Dental Council of Nigeria, Pharmacist Council of Nigeria, and Council for the Regulations of Engineering in Nigeria, and Institute of Chartered Accountants of Nigeria.

Teachers Registration Council of Nigeria

(September 2005)

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Teachers Registration Council of Nigeria

(September 2005)

PREFACE TO 2013 EDITION

The Teachers Code of Conduct is a very important document which many teachers have found very informative and helpful in terms of grooming their behaviour and in regulating their relationship with students, colleagues, school administration, parents and the general public. This has brought about a very popular demand for the document and TRCN is doing all it can to get it across to all its registered teachers and there are currently over one million registered teachers across the various levels of the education system. The Teachers Code of Conduct is also a mandatory document given to each Education graduates at induction.

No profession can stand without clearly defined “dos” and “dents” representing the core values that the profession shares and holds tenaciously. Teaching in particular deals with the moulding of character of humanity and itself must rest on a set of solid, tested and proven ethical framework that guarantees the very best atmosphere and trust in the teaching-learning process. For this reason, TRCN has since 2005 published the first edition of the Teachers Code of Conduct and that publication has proved to be one of the best anywhere in the world. Teachers can google/search for professional code of conduct in the internet and they will be pleasantly surprised to find the Code of Conduct for Nigerian Teachers to be among the very best they can find even on the internet. Therefore, teachers should be proud of the legacy of their profession and look inward for the important guidance provided by the Code.

Students, parents and the general public are also urged to read the Teachers Code of Conduct in order to understand the kind of relationship and responsibility to expect from teachers.

Professor Addison Mark Wokocha
Registrar/Chief Executive
(December 2013)

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CHAPTER ONE

INTRODUCTION

1. PREAMBLE

Teaching is the oldest and noblest of all professions. The Engineers, Lawyers, Pharmacists, Medical Doctors and others are all made by the teacher. The teaching profession has more members than any other. These are unique features that makes the profession the most indomitable profession in the world. Indeed, the history of education in Nigeria shows that teachers occupied the position of great honour and influence in their communities. They epitomized integrity, knowledge, leadership, moral rectitude and selfless service. They spearheaded the development of their communities and country. But over the years things appeared to have changed for the worse. In order to maintain and restore the teacher's enviable status and qualities, there is the need to enact this code of conduct to define the minimum standards expected of professional teachers in terms of their thoughts, words and actions. Consequently, this code is produced for widest circulation among the teachers and it is hoped that it will meet the yearnings and aspirations of the nation to build a veritable standard of education through dedicated, competent and dependable teaching force.

2. OBJECTIVES OF TEACHERS CODE OF CONDUCT (TCC)

The objectives of the Teachers Code of Conduct, among others, are to:

- (a) Re-awaken the sense of self-esteem, dignity, honour, selfless services and moral rectitude in the teacher.
- (b) Protect the teachers' age-long position of nobility and leadership in the social, moral, and intellectual world.
- (c) Build a strong moral foundation for the actualization of an educational system that can compete favourably in the global community.
- (d) Boost public confidence in the ability of the teaching profession to regulate itself and to bequeath to the nation products that are capable of making maximum contribution towards the development of the nation in particular and the world in general.
- (e) Provide objective yardstick for the assessment of the teachers' conduct and discharge of professional duties. Help to guarantee the safety of the professionals and sustenance of the desired prestige of the teaching profession.
- (f) Spell out the type of relationship that should exist between the teachers on one hand and severally their colleagues, students and other persons who will interact with them from time to time.
- (g) To clarify teachers' rights, privileges, and obligations and their legal bases.

3. UNESCO/ILO POSITIONS ON STATUS OF THE TEACHERS

In 1984, the International Labour Organization and UNESCO issued a document titled: THE STATUS OF TEACHER: An instrument for its improvement: The International Recommendation of 196 Joint Commentaries by the ILO and the UNESCO. The document has more than 142 recommendations, covering guiding principles, educational objectives and policies, preparation for the profession,

further education for teachers, employment and career, right and responsibilities of teachers , conditions for effective teaching and learning, teachers salaries and social security, among others. Below are selected recommendations (Rec.) on professionalization, discipline, rights and responsibilities of a teacher.

(a) Professionalization:

Rec. 6:

Teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and cooperate responsibility for the education and welfare of the pupils in their charge.

Rec. 11:

Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.

Rec. 13:

Completion of an approved course in an appropriate teacher- preparation institution should be required of all persons entering the profession.

Rec. 21 (1):

All teachers should be prepared in general, special and pedagogical subjects in universities, or in institutions on a level comparable to universities, or else in special institutions for the preparation of teachers.

Rec. 23:

Education for teaching should normally be full time; special arrangements may be made for older entrants to the profession and persons in other exceptional categories to undertake all or part of their course on a part-time basis on the condition that the content of such courses and the standard of attainment are on the same level with those of the full-time courses.

Rec. 28:

Teacher preparation institutions should form a focus of development in the education service, both keeping schools abreast of the results of research and methodological progress, and reflecting in their own work the experience of schools and teachers.

Rec. 46:

Teachers should be adequately protected against arbitrary action affecting their professional standing or career.

(b) Discipline

Rec. 47:

Disciplinary measures applicable to teachers guilty of breach of professional conduct should be clearly defined. The proceedings and any resulting actions should only be made public if the teacher

so requests except where prohibition from teaching is involved or the protection or well-being of the pupils so requires.

Rec. 48:

The authorities or bodies competent to propose or apply sanctions and penalties should be clearly designated.

(c) Rights

Rec. 61:

The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programmes, and with the assistance of the educational authorities.

Rec. 62:

Teachers and their organizations should participate in the development of new courses, textbooks and teaching aids.

Rec. 63:

Any systems of inspection or supervision should be designed to encourage and help teachers in the performance of their professional tasks and should be such as not to diminish the freedom, initiative and responsibility of teachers.

Rec. 64:

- (i) Where any kind of direct assessment of the teacher's work is required, such assessment should be objective and should be made known to the teacher.
- (ii) Teachers should have a right to appeal against assessments, which they deem to be unjustified.

Rec. 65:

Teachers should be free to make use of such evaluation techniques as they may deem useful for the appraisal of pupil's progress, but should ensure that no unfairness to individual pupils results.

Rec. 66:

The authorities should give due weight to the recommendations of teachers regarding the suitability of individual pupils for courses and further education of different kinds.

Rec. 67.

Every possible effort should be made to promote close co-operation between teachers and parents in the interests of pupils, but teachers should be protected against unfair or unwarranted interference by parents in matters which are essentially the teachers professional responsibility.

Rec. 69:

While teachers should exercise the utmost care to avoid accidents to pupils, employers of teachers should safeguard them against the risk of having damages assessed against them in the event of injury to pupils occurring at school or in school activities away from the school premises or grounds.

(d) Responsibilities

Rec. 70:

Recognizing that the status of their profession depends to a considerable extent upon teachers themselves, all teachers should seek to achieve the highest possible standards in all their professional work.

Rec.71:

Professional standards relating to teachers performance should be defined and maintained with the participation of the teachers' organizations.

Rec.72:

Teachers and teachers' organizations should seek to co-operate fully with authorities in the interest of the pupils, of the education service and of society generally.

Rec.73:

Codes of conduct should be established by the teachers' organizations, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.

Rec.74:

Teachers should be prepared to take their part in extra-curricular activities for the benefit of pupils and adults.

Rec.75:

In order that teachers may discharge their responsibilities, authorities should establish and regularly use recognized means of consultation with teachers organization on such matters as educational policy, school organization, and new developments in the education service.

Rec. 76:

Authorities and teachers should recognize the importance of the participation of teachers, through their organizations and in other ways, in steps designed to improve the quality of the education services, in educational research, and in the development and dissemination of new improved methods.

Rec.77:

Authorities should facilitate the establishment and the work of panels designed, within a school or within a broader framework, to promote the co-operation of teachers of the same subject and should take due account of the opinions and suggestions of such panels.

Rec.78:

Administrative and other staff that are responsible for aspects of the education service should seek to establish good relations with teachers and this approach should be equally reciprocated.

Rec. 79:

The participation of teachers in social and public life should be encouraged in the interest of the teacher's personal development, of the education service and of society as a whole.

Rec.80:

Teachers should be free to exercise all civic rights generally enjoyed by citizens and should be eligible for public office.

4. PROVISIONS OF NATIONAL POLICY ON EDUCATION FOR PROFESSIONALISATION OF TEACHING

The National Policy on Education (4th Edition 2004) has the expectation that teaching in Nigeria shall attain the highest standards possible. Therefore, the following are excerpts from its statements on teachers education and professionalization in Nigeria:

- (a) Since no education system can rise above the quality of its teachers, teachers Education shall continue to be given major emphasis in all educational planning and development.
- (b) The goals of teachers education shall be to:
 - (i) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
 - (ii) Encourage further the spirit of enquiry and creativity in teachers.
 - (iii) Help teachers to fit into the social life of the community and the society at large, and enhance their commitment to national goals.
 - (iv) Provide teachers with the intellectual and professional backgrounds adequate for their assignment and make them adaptable to changing situations; and
 - (v) Enhance teachers commitment to the teaching profession.
- (c) (i) All teachers in educational institutions shall be professionally trained. Teachers education programmes shall be structured to equip teachers for the effective performance of their duties. The following institutions, among others, shall give the required professional training, provided they continuously meet the required minimum standards:
 - (ii) Colleges of Education
 - (iii) Faculties of Education
 - (iv) Institutes of Education

- (v) National Teachers Institutes (NTI)
 - (vi) Schools of Education in the Polytechnics
 - (vii) National institutes for Nigerian languages (NINLAN);
 - (viii) National Mathematical Centre (NMC)
- (d) Teaching is a legally recognized profession in Nigeria; in this regard, Government has set up the Teachers Registration Council to control and regulate the practice of the profession.
 - (e) Those already involved in teaching but not professionally qualified shall be given a period of time within which to qualify for registration or leave the profession.
 - (f) Newly qualified teachers shall serve a period of internship - one(1) year for degree holders and two (2) for NCE holders.

5. TEACHERS REGISTRATION COUNCIL OF NIGERIA (TRCN) ACT.NO31 OF 1993

(a) The Functions of TRCN

The Teachers Registration Council of Nigeria was established by the Act No 31of 1993. The Act charges the Council with the following functions, among others:

- (i) Determining who are teachers for the purpose of this Act.
- (ii) Determining what standards of knowledge and skill are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.
- (iii) Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the list of those persons.
- (iv) Regulating and controlling the teaching profession in all its aspects and ramifications.
- (v) Classifying from time to time members of the teaching profession according to their levels of training and qualification.
- (vi) Performing through the council established under this Act the functions conferred on it by this Act.

(b) Teachers Code of Conduct

The TRCN Act section 9 (6) empowers the Council to make rules which are not inconsistent with the Act as to acts which constitutes professional misconduct.

(c) Teachers Investigation Panel (**TIP**)

The TRCN Act in section 9 established a Teachers Investigation Panels with the following responsibilities:

- (i) Conducting a preliminary investigation into any case where it is alleged that a member has misbehaved in his capacity as a professional teacher, or should for other reason be the subject of proceedings of the committee, and
- (ii) Deciding whether the case should be referred to the Teachers Disciplinary Committee.

The Panel shall be set up in each state of the Federation and the Federal Capital Territory (**FCT**). Members of the Panel shall be appointed by TRCN after consultation with the state Ministries of Education or the Federal Ministry of Education in the case of the FCT. The Panel shall consist of five members one of which shall be a legal practitioner.

(d) Teachers Disciplinary Committee (**TDC**)

The TRCN Act Section 9 equally established the Teachers Disciplinary Committee. The TDC is a tribunal which is responsible for considering and determining any case referred to it by the **TIP**. The TDC consists of the chairman of TRCN and ten other members appointed by the council.

(e) Penalties for Unprofessional Conduct

The **TRCN** Act section 9 empowers the **TDC** to punish a member where:

- (i). He is judged by the committee to be guilty of infamous conduct in any professional respect or
- (ii) He is convicted by any court or committee in Nigeria or elsewhere having power to award imprisonment, or of an offence (whether or not punishable with imprisonment) which in the opinion of the committee is incompatible with the status of a teacher
- (iii) The committee is satisfied that the name of any person has been fraudulently registered.

To erring members, the TDC may award penalties such as:

- (a) advice (b) reprimand, (c) suspension for months, and (d) deletion of name temporarily or permanently from the Teachers Register.

CHAPTER TWO

PRINCIPLES OF PROFESSIONALISATION OF TEACHING IN NIGERIA

6. CATEGORIZATION OF TEACHERS

Following the provisions of the TRCN Act, teachers are categorized into four classes namely:

- A - Holders of Ph. D in Education or PhD in other field plus Education (e.g. PGDE, NCE)
- B - Class: Holders of Masters degree in Education or Master in other field plus Education (e.g. PGDE, NCE)
- C - Class: Holders of Bachelors degree in Education or Bachelors in other field plus education (e.g. PGDE, NCE)
- D - Class: Holders of Nigerian Certificate in Education(NCE) or equivalent;

NOTE: Holders of TC II and equivalent are given only provisional registration, which shall expire at end of 2006.

7. LEGAL REQUIREMENTS

To be legally recognized as a teacher in Nigeria, an individual must register with TRCN. The TRCN Act section 6 (1) further states that to be registered, an individual must:

- a. Pass a qualifying examination accepted by the Council and complete the practical teaching prescribed by the Council under the Act or
- b. Not being a Nigerian, hold a qualification granted outside Nigeria which for the time being is recognized by the Council and is by law entitled to practice the profession in the country in which the qualification was granted provided that the other country accords Nigerian professional teachers the same reciprocal treatment and that he satisfies the Council that he had sufficient practical experience as a teacher.
- c. Be of good character.
- d. Have attained the age of twenty-one years
- e. Not have been convicted in Nigeria or elsewhere of an offence involving fraud or dishonesty.

8. OTHER REQUIREMENTS

To be registered and to retain one's name on the Teachers Register, a teacher is required to comply with other TRCN provisions regarding:

- (a) Internship after graduation from school
- (b) Licensing
- (c) Mandatory Continuing Professional Education
- (d) Annual Subscription and

(e) Any other requirements that may be made from time to time.

9. OBLIGATIONS OF TEACHERS

(a) Professional Standards:

Teachers should seek to achieve the highest professional standards in all their works and uphold the honour and integrity of the profession.

(b) Professional Commitment:

Teachers should have an enduring absolute commitment to the profession, given maximum attention and responsibility to the profession, aspiring to make a successful career within the system, and taking pride in the profession.

(c) **Efficiency**

Teachers should render efficient and cost-effective professional service at all times.

(d) **Evaluation of learner's performance**

Teachers should evaluate periodically the learners' performance and render all professional assistance likely to enable learners to identify and excel in their skills.

(e) **Precepts:**

Teachers should be dedicated and faithful in all professional undertakings being punctual, thorough, conscientious and dependable.

(f) Arbitration:

Teachers should submit themselves to the summons and arbitration of Teachers Investigation Panel and Teachers Disciplinary Committee as and when the need arises.

10. RIGHTS AND PRIVILEGES OF REGISTERED TEACHERS

Registered teachers shall enjoy the rights and privileges listed below:

(a) Legal status as teachers.

(b) Freedom to attach to their names, titles or prefixes as maybe determined by TRCN for the identification of registered teachers in Nigeria.

(c) Freedom to impart their professional skills, knowledge and values within the education system, subject to regulation by TRCN.

(d) Participation in all TRCN activities that are open to members

(e) Letters of credence from TRCN when required by foreign Teachers Council or other relevant bodies around the world.

(f) Professional salary scales, allowances and other benefits that may be secured by TRCN for registered teachers.

11. PROFESSIONAL CONDUCT

In order that teachers in Nigeria maintain professional standards of practice and conduct that are universally acceptable and also meet the demands of Teachers Registration Council of Nigeria regarding ethics and quality of professional practice, all teachers shall be guided and bound by the rules contained in the Teachers Code of Conduct.

Teachers shall be guilty of professional misconduct if the Teachers Disciplinary Committee (**TDC**) which is set-up by the Teachers Registration Council of Nigeria rules that they have contravened any or all of the rules in the Teachers Code of Conduct.

This shall be subjected to the following conditions:

- i. An allegation of misconduct must have been made against such teachers.
- ii. An investigation into such an allegation involving the persons in question must be carried out by the Teachers Investigation Panel (**TIP**).
- iii. A proper trial must be conducted by the Teachers Disciplinary Committee (**TDC**) in which they are given all opportunities to defend their actions and conducts. Penalties shall be imposed in any of the ways prescribed by Teachers Registration Council of Nigeria Act 31 of 1993.

12. OTHER RELEVANT LAWS

Apart from the TRCN Act, teachers in the pursuit of their professional calling are to familiarize themselves with and abide by the provisions of other relevant laws that relate to the performance of their duties. These laws include:

- (a) United Nations Declaration on Human Rights, 1947
- (b) Corrupt Practices and other Related Offences Act, 2000
- (c) The Child Rights Laws, 2003.

CHAPTER THREE

RELATIONSHIP WITH COLLEAGUES

13. Respect:

Teachers should respect both their senior and junior colleagues in all dealings by rendering help and assisting them to attain highest professional goals.

14. Symbiotic relationship:

The relationship among teachers should at all times be mutually beneficial and aimed at uplifting the profession to the highest level.

15. Responsibility of senior colleagues:

Senior teachers should show self respect, conduct themselves in exemplary manner and strive to bring up junior colleagues professionally.

16. Responsibilities of junior colleagues:

Junior teachers should have respect for their seniors in both formal and informal contacts and show willingness to learn from them.

17. Loyalty:

Teachers should co-operate with one another to achieve professional goals.

18. Integrity:

Teachers should be honest by demonstrating integrity in all contacts, should respect persons and property, be trustworthy and preserve confidence.

19. Discrimination:

Teachers should relate equally with all colleagues irrespective of religion, culture, race, gender, political inclination, etc.

20. Defamation of colleagues:

Teachers should not make derogatory remarks on one another or undermine the integrity of colleagues in any circumstance.

21. Touting:

Teachers should not use dubious or unethical means such as deception, misinformation, etc, to take away clients and learners of colleagues.

22. Canvassing:

Teachers should not unduly advertise themselves in order to gain undue advantage over colleagues or to suggest that they possess extra-ordinary knowledge and skills which they do not actually have.

23. Team work :

Teachers should seek assistance from colleagues in tasks beyond their management or professional ability when necessary, and take delight in teamwork.

24. Plagiarism:

Teachers should recognize the handwork and contributions of colleagues to knowledge by refraining from copyright violation.

25. Settlement of Disputes between colleagues:

Teachers should cultivate the habit of resolving their differences internally. Where the differences could not be resolved, they should be referred to the Teachers Investigation Panel before seeking redress in court.

CHAPTER FOUR
ROLES OF TEACHERS AS
ADMINISTRATIVE/ACADEMIC LEADERS

26. **Inspiration:**
Teachers should be able to inspire subordinates by exemplary character or behaviour and show unalloyed commitment to the demands of their offices.
27. **Motivation:**
Teachers should give necessary incentives to subordinates to empower them to advance and excel in their profession careers.
28. **Personality :**
Teachers should exhibit charisma, foresight, justice, empathy, self-respect, selflessness, honesty, consistency, moral-uprightness, etc in their services.
29. **Objectivity:**
Teachers should not do anything that would bring down the dignity of the profession. They should exhibit fairness without fear or favour in the discharge of their professional duties.
30. **Democratic behaviour:**
Teachers should promote group decision-making process in their organizations or groups.
31. **Academic development:**
For the academic heads, teachers should keep abreast of developments in theory and practice of education around the world and actively participate in research and development within the profession and motivate subordinates to do same.
32. **Ensuring all round development of learners:**
Teachers should ensure all round development of learners, through a good mix of curricular and co-curricular activities.

CHAPTER FIVE
RELATIONSHIP WITH LEARNERS

33. Learner's right and dignity:

Teachers should have respect for the learner's right and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age, etc.

34. Responsibility for educational programmes :

Teachers are responsible for diagnosing, advising, prescribing, implementing and evaluating educational programmes and instructions and should not delegate these functions to any other persons except in limited cases and with their direct supervision.

35. Empathy :

Teachers should show maximum consideration for the feelings and circumstances of the learners.

36. Confidentiality:

Teachers should not reveal information about the learner given in confidence to them except by law or in the interest of the learner, parents/guardians or in the public interest.

37. Fair remuneration:

Teachers should not accept pay for services already paid for by the employer. However teachers are free to seek payments that are commensurate to their services as obtained in the teaching profession in their environment.

38. Sexual misconduct and related abuse of office:

Teachers should not use their position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human trafficking and other related offences.

39. Examination malpractice:

Teachers should keep all examination records and knowledge at their disposal with absolute secrecy and should not in any manner whatsoever aid and abet examination malpractice by any learners. They are obliged to report all cases of examination malpractice, which come to their knowledge, to the appropriate authorities without delay.

40. Patronage of illegal learners groups:

Teachers should not patronize in any way learners associations deemed by law or public morality to be inimical to social and moral order of society such as secret cults, gay associations and the like, and should co-operate with relevant authorities to prevent or eradicate them.

41. Role model :

Teachers should serve as role model to learners showing high degree of decency in speech, mannerism, discipline, dressing and general performance of their roles. Teachers

should in particular dress to portray the dignity of the profession and have nothing to do with unnecessary exposure of parts of the body which may carry nudist connotations.

42. Corrupt practice:

Teachers should not ask or receive gifts, or gratification for themselves or for others in any kind whatsoever for selfish motive. Corrupt practice here includes having canal knowledge of a learner, bribery, and indecent relationship with a learner, etc.

43. Corporal punishment:

Teachers should not under any circumstance administer any corporal punishment except otherwise permitted by the school authority.

44. Discipline:

Teachers should at all times ensure that learners behave in a civil and disciplined manner.

45. Ideological influence:

Teachers should not use their positions to spread their political, religious, or other ideologies among learners.

CHAPTER SIX

RELATIONSHIP WITH PARENTS/GUARDIANS

46. Right to information:

Teachers should provide parent/guardians with all relevant information about activities, progress and problems concerning their children/wards as and when required.

47. Regular communication:

Teachers should communicate regularly with parents/guardians regarding the affairs of their children or wards. They should respect the confidence of both parents, children/wards who may bring personal matters to their notice.

48. Respect for parents/guardians:

Teachers should show courtesy and respect to parents/guardians and offer maximum co-operation in dealing with issues concerning their children or wards.

49. Favouritism:

Teachers should resist taking gifts, favours, and hospitality from parents and guardians, which are likely to influence them to show favours to their children/wards in the performance of their duty.

50. Association with parents/guardians:

Teachers should encourage and actively participate in parent/teachers association (PTA), which is likely to impart positively on the learner and general educational programmes.

CHAPTER SEVEN
RELATIONSHIP WITH EMPLOYERS

51. Professional independence:

Teachers should not enter into any contract that may undermine the exercise of their full professional competences, judgements and cordial relationship among colleagues without undue interference .

52. Areas of competence:

Teachers should seek to perform only task that are within their professional competences.

53. Respect of contract:

Teachers should strive to fulfil contractual obligations and to render their services only in accordance with the terms of the contract or the law.

54. Obligation to union agreement:

Teachers are obliged to respect agreement entered between their union and the employers.

CHAPTER EIGHT
RELATIONSHIP WITHIN THE SOCIETY

55. Role of teachers in the society:

Teachers in the society should be embodiment of exemplary citizenship, integrity, and industry and participate actively in the development of both their immediate and wider communities.

56. Advice to government/stakeholders:

Teachers have the responsibility where possible to advice government and stakeholders on the provision of appropriate educational infrastructures, programmes and funding .

57. Obedience to law :

Teachers should comply with all the laws of the land moral codes of the society that promotes good governance, transparency and accountability in office.

58. Tolerance:

Teachers should accommodate the diverse cultures, religions, other ideologies and practices of the society and promote good inter-human relations .

59. Personal habit:

Teachers should cultivate personal habits that are capable of portraying the profession to be of very high standards and avoid indecent behaviours and social vices such as drunkenness, smoking in the public, indecent dressing, breach of public peace, dishonesty, fraud, etc.

CHAPTER NINE

GENERAL

60. Liability of teachers:

Teachers are bound to be liable for any acts or omissions that run contrary to professional standards or falls short of commonly held values, practices and norms.

61. Constructive criticism:

Teachers should criticize their colleagues, constituted authorities or public affairs in the country, only constructively and with high sense of responsibility.

62. Open mindedness:

Teachers should be open minded to their colleagues, learners, the general public and help to bring to their attention all information that may be essential for their professional growth, development and general welfare .

63. Incentive for good behaviour:

Teachers who distinguish themselves in the discharge of their professional duties may have the opportunity of receiving recognition from Teachers Registration Council of Nigeria in the form of merit awards as well as recommendation for national honours and other benefits.

64. Interpretation of Teachers Code of Conduct (TCC):

In the case of any conflict arising from the interpretation of this Code of Conduct, such a case should be brought to the Registrar/Chief Executive, Teachers Registration Council of Nigeria, for clarification.