Safe Schools

TECHNICAL GUIDANCE NOTE

DRAFT FOR CONSULTATION

The Role of Teaching and Learning Practices for Supporting Safe Schools

Safe Schools Practices Package

WORLD BANK GROUP

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Abbreviations

AN	Approach Note
CASEL	The Collaborative for Advancing Social and Emotional Learning
ECE	early childhood education
EEF	Education Endowment Foundation
FCV	fragility, conflict, and violence
INEE	Inter-agency Network for Education in Emergencies
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development (UNESCO)
NSCC	National School Climate Center
OECD	Organisation for Economic Co-operation and Development
PBL	project-based learning
PLE	physical learning environment
SEL	social and emotional learning
SRGBV	school-related gender-based violence
TaRL	Teaching at the Right Level
T&L	teaching and learning
T4T	Technology for Teaching (T4T)
TPD	teacher professional development
UDL	Universal Design for Learning
UNESCO	United Nations Educational, Scientific, and Cultural Organization
WASH	water, sanitation, and hygiene

Executive Summary

School safety is a critical contributor to positive student, teacher, and school-level outcomes. Schools are safe when all students, teachers, and staff can thrive in a welcoming environment that supports learning, health and well-being, and positive relationships. Promoting school safety should consider the physical and remote spaces in which education takes place as well as the non-physical aspects of the school environment, such as norms and values. School safety comprises five main characteristics—each of which can impact the level of safety of students, teachers, and the teaching and learning (T&L) environment. The characteristics include physical safety, mental health and emotional well-being, instructional practices and environment, interactions and relationships, and school connectedness.

Safe and inclusive schools are 1 of the 5 pillars of the World Bank's vision for the future of learning and a key aspect of learning recovery efforts. The COVID-19 pandemic amplified the importance of student and teacher safety and is an opportunity for education systems to adopt a whole-and-beyond-the-school approach that addresses risks to school safety. Safe Schools is the World Bank's program to assist countries to design and implement sustainable safe school policies and practices.

A review of global guidance on how to support and sustain safe school policies and practices identified three key steps, which are outlined in the *Approach Note: Global Guidance for Supporting and Sustaining Safe Schools*. The steps are to (1) diagnose risks to school safety, (2) design and implement safe school strategies, and (3) monitor and evaluate school safety (figure 1).

Step 1: Diagnose Risks to School Safety. Step 1 recommends diagnosing risks to school safety by identifying local, regional, or national factors that can influence safety levels. Step 1 recognizes that school safety can be influenced by the country or regional context; community norms; and the relationships among schools, students, and teachers. School safety also can be influenced by unexpected shocks from natural hazards including those exacerbated by climate change, epidemics, or pandemics. Moreover, the local context can influence the physical, mental, emotional, and social well-being of an individual and impacts an individual's growth. Step 1 outlines the critical factors that can be diagnosed at the country, regional, and/or school level and provides guidance on how to measure safety levels.

Step 2: Design and Implement Safe School Strategies. Step 2 synthesizes global evidence and experiences by outlining universal and targeted supports that can help education systems promote and improve school safety levels. Universal supports for safe schools are the (a) management practices, (b) teaching and learning (T&L) practices, and (c) physical learning environment (PLE). The available evidence highlights all three universal supports as key levers to address school safety. These three strategies are correlated with enhanced school safety, but they are not sufficient to address all safety risks. In addition, targeted supports, typically executed through a tiered approach, may need to be designed and implemented to meet specific identified needs. Step 2 lays out practical, evidence-based strategies for implementing universal and targeted supports complemented by country case studies.

This Guidance Note on *The Role of Teaching and Learning Practices for Supporting Safe Schools* builds on the T&L strategies presented in the Approach Note. This Note provides additional details, resources, and country case studies that offer richer details on why and how countries have employed these strategies.

Step 3: Monitor and Evaluate School Safety. Step 3 emphasizes the need for monitoring and evaluation (M&E) of school safety levels and implementation efforts to adapt supports to changing needs. The AN provides a brief overview of global M&E practices in the context of school safety and builds on the design and implementation country case studies to highlight how systems can monitor and evaluate their interventions. The guidance provided in step 3 is complemented by the *Measuring School Safety* PPT, which lays down how education systems can diagnose, monitor, and evaluate safe school risks and practices.

Figure 1. Three-Step Process to Address School Safety Risks

Step 1	Step 2	Step 3
Diagnose Risks to School Safety:	**Design and Implement Safe School Strategies:**	**Monitor and Evaluate School Safety:**
Diagnose and define the magnitude of context-relevant risks to school safety by identifying local, regional, or national factors that can influence safety levels.	Use diagnostic evidence to design and implement universal and targeted supports that can promote and improve school safety levels.	Monitor school safety levels and evaluate implementation efforts to adapt supports to changing needs.

Safe Schools Practices Package *(downloadable resources)*

1. Diagnose	2a. Universal Supports	2b. Targeted Supports	3. Monitor and Evaluate
Measuring School Safety	Role of Management Practices Role of Teaching and Learning Practices Role of Physical Learning Environment	Supporting Mental Health and Psychosocial Well-Being in Schools Resource Guide on Violence Prevention and School Safety	Measuring School Safety

Objective

The objective of this Note is to provide global guidance on the role of teaching and learning (T&L) practices to support and sustain safe schools. The Note includes resources and country case studies that offer richer details on why and how countries have employed these strategies. The strategies described in the Note can be used as guidance by policymakers, practitioners, school leaders, and/or teachers to support and maintain safe schools.

This Note is part of the larger *Safe Schools Practices* guidance package (figure 1). The package includes a chapeau Approach Note (AN) *Global Guidance for Supporting and Sustaining Safe Schools*, which describes a three-step process for addressing school safety risks. The package also includes an accompanying PPT on *Measuring School Safety,* and five Guidance Notes on (1) Role of Management Practices, (2) Role of Teaching and Learning Practices, (3) Role of Physical Learning Environment, (4) Supporting Mental Health and Psychosocial Well-Being in Schools, and (5) Resource Guide on Violence Prevention and School Safety.

Introduction

Teachers play a critical role in protecting and promoting classroom and school safety levels and can help prevent safe school risks such as violence, bullying, and aggression in school (see box 1 for definition of safe schools). "Teaching and Learning" (T&L) practices refer to school- and classroom-level practices such as pedagogical strategies, teacher and student behaviors and interactions, and the enabling conditions that support teachers to teach effectively. Teachers and the T&L practices can nurture relationships that foster meaningful interactions with their students; among students; and students' relationship with themselves, including sense of self-worth and self-efficacy.[1] T&L can have a significant impact on students' academic and socio-emotional outcomes,[2] which can influence student behaviors, choices, and relationships (with peers or adults). T&L practices thus affect the safety levels within a learning environment. A synthesis of 800 meta-analyses relating to variables that influence student learning, illustrates that schools' most powerful effects on student learning include features that exist within the schools, such as the climate of the classroom, interpersonal relationships, group cohesion, and presence or absence of disruptive students.[3]

Nevertheless, many teachers are not supported in applying teaching and learning practices that can foster a safe and positive learning environment. Unsafe T&L practices range from ineffective pedagogical strategies and low-quality classroom interactions to inappropriate student and teacher behaviors.[4] Both students and teachers may hold negative biases against other persons that impact their perceptions and the quality of their interactions inside or outside the classroom. For example, some teachers believe that not all students are equally capable of learning. These teachers therefore have lower expectations for certain students.[5] In many cases, such invisible biases lead to non-inclusive teaching practices that leave out lower-performing and/or marginalized groups. Students, too, also bully students whom they perceive to be different from or less than they are, for example, in socio-economic class, caste, gender identity, or religion. Internal biases are only some of the many issues that plague T&L. Other issues that create an unsafe T&L environment are corporal punishment due to norms that endorse violence as an acceptable means to discipline students, limited opportunities for students and teachers to connect, and teachers' limited understanding of students' academic and social, and emotional (SEL) needs.

At the heart of many of these unsafe practices is the limited and/or low-quality teacher professional development (TPD) and support systems such as ongoing feedback and relationship with school leadership. Lack of TPD and support systems combined with the stressors of a challenging and demanding job degrades teachers' mental health and well-being. This emotional burnout further impedes their efforts to engage fully in learning/teaching and applying effective strategies in their classrooms. Students' mental health and well-being also can be negatively impacted by conflict and socio-economic conditions, social identity threats, and exposure to violence, thereby disrupting meaningful interactions and engagement in learning. The COVID-19 pandemic exacerbated these challenges and re-emphasized the important role that school safety plays in supporting learning recovery and return to school. Evidence from COVID-19 and past health crises has shown that school closures reduce children's access to critical services and safe spaces **including access** *to regular meals and social interactions* and are detrimental to child protection outcomes.[6]

Box 1. Safe Schools Definition

Schools are safe when *all* students, teachers, and staff can thrive in a welcoming environment that supports learning, health and well-being, and positive relationships. "Schools" refers to any setting in which learning occurs, be it virtually or in person, formal or informal. Promoting school safety should consider the physical and remote spaces in which education takes place as well as the non-physical aspects of the school environment, such as norms and values. **School safety can be understood by looking at five main characteristics —** each of which can impact the safety levels of students, teachers, and the environment in which the teaching and learning occurs.

The five main characteristics of school safety are:

1. **Physical Safety**
   Safety from risks that can cause bodily harm in school or on the way to and from school, for example, from aggression, including acts of physical or sexual violence and abuse; the school physical infrastructure; or health conditions/diseases such as those that stem from poor nutrition, contaminated water, and inadequate water, sanitation, and hygiene (WASH) services.

2. **Mental Health and Well-Being**
   Prevention of negative stress and symptoms of anxiety, depression, and other negative thoughts and feelings; as well as protection from psychological violence, including aggressive, harassing, disruptive and other emotionally harmful behaviors and actions of students, teachers, and/or school staff.

3. **Instructional Practices and Environment**
   Safety derived from the practices and environment in which learners, teachers, content, equipment, and technologies interact to enhance learning engagement and inclusion.[7] Instructional practices encompass the non-physical elements including teaching and learning practices; curriculum, pedagogical resources, learning materials, culture, and management. Instructional environment encompasses the physical elements including classrooms, equipment, libraries, playgrounds, toilets, kitchens, and sports facilities.

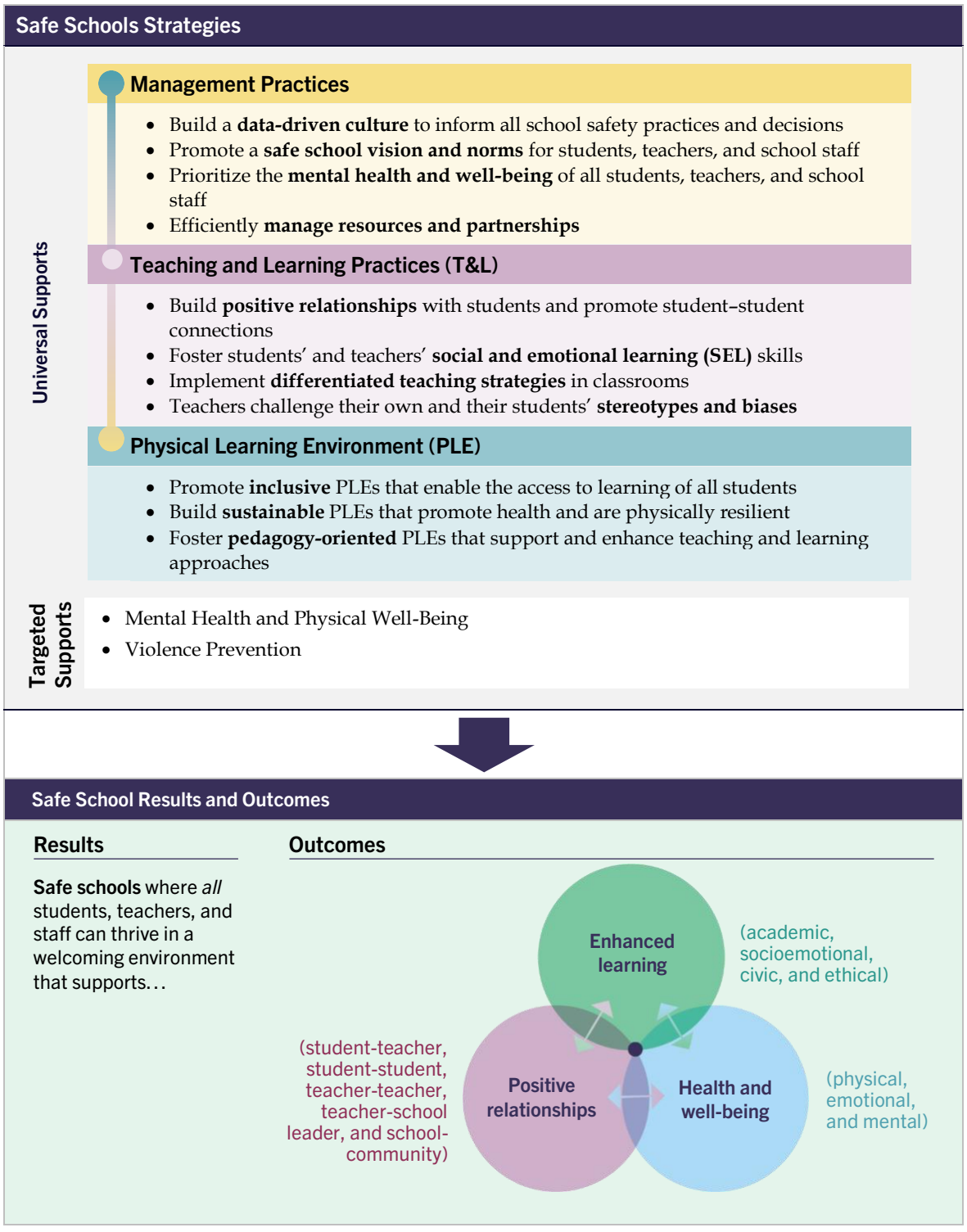
4. **Interactions and Relationships**
   Positive interactions that promote social and emotional learning (SEL) and inclusion. Interactions include (a) student and teacher, (b) peers (student-student; teacher-teacher; teacher-school leader), and (c) school-community.

5. **School Connectedness**
   Partnerships and engagement of school with the (a) families; (b) community; (c) other schools in the cluster, for example, for teacher professional development (TPD); (d) local referral services to clinics, counselors, and psychologists; (e) local after-school and extra-curricular providers; (f) museums, research institutes, and businesses; and (g) local/national disaster risk management (DRM) teams/services.

A review of global evidence and experiences identified four evidence-based T&L strategies that can help education systems promote and improve school safety levels (figure 3). These strategies correlate with enhanced school safety levels and build on the World Bank's evidence-based guidance from the Global Platform for Successful Teachers, specifically Teach and the Foundational Teaching Skills Guide, as well as the School Management Capacity and Service Delivery approach and the Roadmap for Safer and Resilient Schools.

It is essential to note that T&L practices are intertwined with other practices that affect school safety. For this reason, education systems and schools are encouraged to take an integrated approach to school safety (figure 2). Evidence of effective practices for supporting safe schools highlights the areas of management practices, T&L practices, and the PLE, as levers for system-level school safety reforms. The World Bank's *Global Guidance for Supporting and Sustaining Safe Schools* Approach Note (AN) highlights these areas and provides a general overview on school safety challenges and mitigation approaches. This Note expands on the T&L strategies outlined in the AN and provides country case studies and resources for how education systems can consistently practice safe school measures by applying effective T&L practices. Depending on context and needs, the guidance in this Note can be coupled with the strategies on management practices and the schools' PLE.[8] For details on how to support safe schools through management and PLE strategies, refer to the corresponding Notes from the *Safe Schools Practices* guidance package.

Figure 2. Teaching and Learning Practices: One of the Three Levers for School Safety Reforms



Teaching and Learning Strategies for Safe Schools

A review of global evidence and experiences identified four evidence-based T&L strategies that can help education systems promote and improve school safety levels (figure 3).

Figure 3. Summary of Teaching and Learning (T&L) Strategies for Safe Schools

Teachers receive ongoing training and support to create and maintain a safe, positive, and inclusive learning environment for all students.

1. BUILD POSITIVE RELATIONSHIPS

A. Create a **classroom culture** that is conducive to student learning and engagement.
B. Adopt **classroom pedagogy** that promotes group work and employs personalizing structures.
C. Use **classroom management** approaches that utilize positive disciplinary approaches.

2. FOSTER SOCIAL AND EMOTIONAL LEARNING (SEL) SKILLS

A. Use **curriculum and learning activities** to foster students' SEL skills.
B. Use **classroom pedagogy** that promotes students' holistic development.
C. Support **teachers' SEL** to help them manage their stress and anxiety to eventually create a safe and supportive classroom environment that fosters positive relationships and effective teaching.

3. IMPLEMENT DIFFERENTIATED TEACHING STRATEGIES

A. Support teachers to learn and apply **classroom pedagogy** that fosters student learning and engagement.
B. Provide teachers with **ongoing professional development** opportunities to help create safe classrooms.

4. CHALLENGE STEREOTYPES AND BIASES

A. Challenge **teachers'** existing stereotypes and biases to ensure that all learners are included in the learning process.
B. Challenge **students'** existing stereotypes and biases to ensure that all students and teachers feel that they belong.

1. BUILD POSITIVE RELATIONSHIPS

Support teachers to build positive relationships with their students and to promote student-student connections. Positive relationships are based on trust and are the foundation of a safe and productive classroom.

Why

Warm, caring, supportive student-teacher relationships, as well as other child-adult relationships, help to create a school environment in which students are more likely to feel safe. Such positive relationships are linked to better school performance and engagement, greater emotional support and social competence, and willingness to take on challenges, in addition to decreased probability of violence.[9] Peer relationships—feeling included and respected by other students—are equally significant, especially for students with special needs.[10] Moreover, relationships refer not only to relations with others but relations with ourselves—how we feel about and take care of ourselves.[11] Self-relationships, along with SEL skills, are covered under the next strategy.

How

A. Create a classroom culture[12] that is conducive to student learning and engagement:

1. **Teachers create a culture that is conducive to student learning and engagement by creating** (a) a supportive learning environment that treats all students respectfully, consistently using positive language, responding[13] to students' needs, and both challenging stereotypes and not exhibiting bias in the classroom (refer to strategy 4 for details on challenging stereotypes and biases); and (b) positive behavioral expectations by setting clear behavioral expectations, acknowledging positive student behavior, and effectively redirecting misbehavior to focus on the expected behavior, rather than the undesired behavior.[14]

B. Adopt classroom pedagogy that promotes group work and employs personalizing structures:

1. **Teachers use collaborative or group-based learning pedagogical approaches that include** (a) promoting student's teamwork through peer interaction; and (b) promoting students intra- and interpersonal skills through perspective taking, empathizing, emotion regulation, and social problem-solving.[15]

2. **Form learning teams or communities with personalizing structures such as** (a) advisory systems in which an advisor works with the same small group of students over multiple years; (b) teaching teams that share students (such as for group activities), or (c) looping students with the same teachers over two or more years. Such communities have been found to improve student achievement, attachment, attendance, attitudes toward school, behavior, motivation, and graduation rates.[16]

C. Use classroom management approaches that utilize positive disciplinary approaches:

1. **Support teachers with classroom management by** (a) incorporating positive approaches to discipline in pre-service and in-service teacher programs (such as through student development theories, modeling of best practices). These approaches can include modules and practicums on managing student development cycles so that teachers are better

prepared to handle behavioral and emotional challenges that students' progress through during their development;[17] (b) introducing teachers to the concept of ladder of strategies to reinforce classroom routines and norms. Teachers start with strategies at the bottom of the ladder for more routine behaviors and move up the ladder for more serious or repeated behaviors;[18] (c) providing opportunities for teachers to observe and learn from their peers' approaches to manage a classroom and time on task;[19] (d) co-creating with students and school leaders the routines for classroom management and for checking in on student needs, fairness, and consistency of classroom rules;[20] and (e) establishing a forum for teachers and students (and/or parents when required) to connect and address conflictual issues, especially for students exhibiting risky behaviors who may need extra support.[21]

Spotlight 1. Classroom Pedagogy | The Benefits of Project-Based Language Learning - Malaysia[22]

Studies reveal that instructional methods such as group projects, projects, and lessons involving technology and presentations are among the instructional methods most favored by students. The opposite also is true: uninteresting and irrelevant learning materials and the absence of interaction with teachers are demotivating factors. Malaysia sought to replace traditional academic strategies of memorization and passive learning by more student-centered learning. In recent years, project-based learning (PBL) has been integrated in instructional practices of many schools in Malaysia. PBL organizes learning around projects. This format provides students with an opportunity to work in groups and learn by applying a hands-on approach, thereby building relationships while enjoying the learning process. Semi-structured interviews were used to generate data from secondary school teachers. The benefits identified by this study follow.

Benefits of Using PBL

- **Improved discipline.** Teachers reply that PBL benefits them by creating a pleasant, collaborative atmosphere in the classroom that maintains discipline and encourages students to take ownership of their own learning.
- **Better teacher-student relations.** One of the most important benefits to teachers of using PBL could be the creation of good relationships with students. This benefit could be vital because deeper the relations that teachers have with their students and the more profoundly teachers know them, the more open students may be with them. As a result, teachers probably would be more able to help students with their problems. Better teacher-student relationships also could be helpful for teachers in managing, organizing, and guiding the class.
- **Better relationship among students.** PBL also helps students to be friendlier with one another and support their peers within each group. Because PBL is a group work approach, students have a common task to finish. This possibly suggests that students within every group will try to contribute to the project and help their group mates when necessary.

The study highlights the two additional benefits of using PBL for students: Skills improvement and opportunity for real-world practice.

Spotlight 2. Classroom Management | Irie Classroom Toolbox —Jamaica[23]

The Irie Classroom Toolbox, a violence-prevention teacher-training program, was implemented in Jamaican preschools catering to children aged 3–6 years. The program aimed to reduce violence against children by teachers and reduce class-wide child aggression by **training teachers in classroom behavior management and promoting child social-emotional competence.** The Toolbox consisted of four modules: (1) creating an emotionally supportive classroom environment, (2) preventing and managing child behavior problems, (3) teaching social and emotional skills, and (4) individual and class-wide behavior planning. Intervention materials for teachers included (1) a tools book that provides simple guidelines on how to use each strategy with the underpinning rationale; (2) an activity book of songs, games, activities, lesson plans, and behavior planning forms; (3) three sets of picture cards to help teachers teach classroom rules, friendship skills, and understanding emotions; and (4) a problem-solving stories book consisting of 14 pictorial stories depicting common classroom problems that children encounter in school, and strategies that children can use to overcome them. Examples are how to work together as a team, and how to share classroom materials. Teachers attended five full-day (6 h) workshops over one school year.

An evaluation study of the program highlights that the teacher-training program **led to large and sustained reductions in teachers' use of violence against children.** Additionally, no benefits were found to reduce child aggression at the classroom level. However, the intervention led to a wide range of secondary outcomes at the level of (1) the classroom, in the quality of the classroom environment and class-wide child pro-social behavior); (2) the teacher, in the teachers' well-being and retention; and (3) the children, in the inhibitory control and mental health of high-risk children.

Do You Want to Learn More About Building Positive Relationships?

Student-Teacher Relationships

- Go to the *Foundational Teaching Skills (FTS) Guide,* which presents a set of 11 FTS skills across classroom culture and pedagogy. These FTS skills support TPD programs and systems that help teachers improve the quality of T&L processes in their classrooms.
- Refer to the *Teach Observer Manual (2d ed.)* and accompanying *Tool* for measuring classroom culture, instruction, and SEL skills in primary classes. The manual and tool are available in multiple languages. Please consult the Teach Primary website for more information, including the Early Childhood Education (ECE) and Secondary (Forthcoming) versions.
- Read the background paper, "Evidence-Based Teaching: Effective Teaching Practices in Primary School Classrooms."
- For the evidence and program details on a classroom management intervention from Uganda, refer to *The Good School Toolkit (Uganda)*.
- Positive greetings at the door is an effective strategy to increase academic engagement, decrease unwanted behavior, and improve student-teacher relationships. This strategy brief breaks down the strategy into easy steps for daily implementation. Page 17 here has additional details.
- Review grade-level practices to build positive teacher-student relationship. These practices can be filtered by their duration.

- Teachers' guide to Getting Started with Managing Classroom Conflict.
- *Violence in Schools Is Pervasive and Teachers Are Often the Perpetrators. Here Are Five Ways to Prevent It*. Also check the forthcoming safe school *Resource Guide on Violence Prevention and School Safety*.
- To measure student-teacher relationships use Student Teacher Relationship Scale, or Inclusion of Other in the Self (IOS) Scale.
- Complete Guide to Behavior-Specific Praise in the Classroom.

Student-Student Relationships

- Learn about a first-hand experience on best ways to resolve conflicts between students.
- Evidence on collaboration, intragroup conflict, and social skills in project-based learning.

2. FOSTER SOCIAL AND EMOTIONAL LEARNING (SEL) SKILLS

Foster students' and teachers' social and emotional learning (SEL) skills. Through SEL all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.[24]

Why

SEL leads to improved academic outcomes and student behaviors in addition to students' increased ability to manage stress and depression and develop better attitudes about themselves, others, and school.[25] Educator SEL and well-being is equally essential. Evidence highlights that teachers who develop their SEL skills are better able to (a) manage their stress and anxiety,[26] (b) teach and model SEL skills to students,[27] and in turn (c) build positive relationships with their students.[28]

How

A. Use curriculum and learning activities to foster students' SEL skills[29]:

1. **Create space for teachers to support and facilitate social and emotional development of youth by incorporating SEL skills in the curricula framework and learning standards.** Incorporating SEL can be accomplished by (a) ensuring that the curriculum embeds SEL activities, represents different groups and does not reinforce the existing negative stereotypes,[30] and includes civic education to support character building and citizenship; (b) collaborating with communities and caregivers to design SEL programs that ensure context relevance and build an enabling environment for students to develop SEL competencies[31]; and (c) guaranteeing all students access to sports or arts-based extra-curricular activities, after-school programs, or SEL interventions that promote and support their positive behaviors and socio-emotional skills.[32]

2. **Support teachers' capacity to utilize SEL learning activities by** (a) providing teachers with sample SEL lessons and activities that can either be embedded with academic subjects or used as stand-alone. In the absence of existing SEL materials, train teachers to create supplementary materials; and (b) training teachers to identify, understand, and meet students' socio-emotional needs by implementing the SEL curriculum. Training includes addressing teachers' common implicit beliefs that may impact the way SEL programs are delivered.[33]

B. Use classroom pedagogy that promotes students' holistic development

1. **Within classroom or learning environments, ensure that SEL skills are sequenced, active, focused, and explicit (SAFE).** SAFE implies (a) connected and coordinated set of activities (Sequenced); (b) active forms of learning (Active); (c) specific component devoted to developing SEL skills (Focused); and (d) targeting specific SEL skills (Explicit).[34]

2. **Teachers foster SEL skills that encourage students to succeed both inside and outside the classroom.** To develop students' SEL skills, teachers (a) instill autonomy by providing students with opportunities to make choices and take on meaningful roles in the classroom (such as volunteer to participate in activities); (b) promote perseverance by acknowledging students' efforts, rather than focusing solely on their intelligence or natural abilities, and by encouraging students to set short and long-term goals; and (c) foster social and

collaborative skills by encouraging collaboration through peer interaction and by promoting interpersonal skills, such as perspective taking, empathizing, emotion regulation, and social problem solving.[35] Teachers also foster students' love for lifelong learning[36] and develop their curiosity by making learning fun and exciting.

3. **Teachers also use other supportive teaching practices that encourage SEL such as** (a) encouragement and constructive feedback; (b) varied opportunities to students to demonstrate their knowledge and skills; (c) support for risk-taking and independent thinking; (d) atmosphere conducive to dialog and questioning; and (e) individual attention.[37]

C. Support teachers' SEL to help them manage their stress and anxiety to eventually create a safe and supportive classroom environment that fosters positive relationships and effective teaching:

1. **Adopt evidence-based practices and interventions that enable teachers to** (a) examine their identity, (b) explore their emotions, (c) cultivate compassionate curiosity, (d) orient toward optimism, and (e) establish balance and boundaries.[38]

2. **Other support systems that build and sustain teacher SEL include** (a) supportive and trusting school administration and leadership; (b) mentoring and induction for newly hired teachers; (c) collaborative teacher dialogue and practices; (d) mindfulness programs; and (e) evidence-based targeted interventions for teachers' mental health and well-being. These support systems are laid out under strategy 3 in the accompanying *Role of Management Practices* Note. Additionally, instruction on trauma-sensitive practices to support students exposed to trauma and adversity can be helpful.[39]

Spotlight 3. Student SEL Curriculum | *Aulas en Paz* – Colombia[40]

Aulas en Paz (Classrooms in Peace) is an elementary-school-based **multicomponent program to prevent aggression and promote peaceful relationships**. The program combines universal components, which aim to reach all students in the participating classrooms, with targeted (indicated) components, which specifically try to promote changes among students with a higher risk of aggressive and/or violent behavior. Inspired by international programs and socio-emotional research, Aulas en Paz comprises (1) a classroom universal curriculum, (2) parent workshops and home visits to parents of the most aggressive 10 percent of children, and (3) extracurricular peer groups of 2 aggressive and 4 prosocial children. Activities seek to promote socio-emotional competencies such as empathy, anger management, creative generation of alternatives, and assertiveness.

Classroom Component

The class curriculum consists of 40 sessions per grade, 24 of which are usually implemented in the ethics class and 16 are implemented in the language (Spanish) class. These sessions address topics of conflicts, bullying, and peer aggression. The curriculum focuses particularly on the role of bystanders by promoting assertive interventions to defend victims in bullying situations, and peer mediation during conflicts. This curriculum is taught during school hours by their regular teachers.

Parenting Component

The parenting component comprises 4 workshops per grade offered to all parents of participating classes plus 4 home visits per year offered to the parents of children identified

through peer and teacher reports as being in the most aggressive 10 percent of children in their classes. This component helps parents promote family environments that are consistent with what children are learning at school. The workshops and visits provide caregivers with parenting strategies, such as positive discipline and positive reinforcement schedules, and using socio-emotional competencies similar to those being learned by their children, such as anger management and conflict resolution skills.

Heterogenous Groups

The third component of the program consists of 16 sessions of extracurricular activities conducted in small heterogeneous groups of 6 children: 2 identified by peer and teacher reports as being among the most aggressive 10 percent of students in their classes (the same who receive home visits) and 4 identified as being among the 20 percent most prosocial students in their classes. This heterogeneous arrangement is intended to promote peer-positive effects led by the most prosocial children. This configuration is designed to avoid deviancy training, which has been found to occur in interventions that work exclusively with at-risk children or adolescents.

Participating teachers received **initial training** as well as **follow-up coaching**. Staff from the implementing organization provided on-site coaching through meetings at least every month with each teacher implementing the program. More frequent meetings were held with teachers who were identified as requiring additional support due to having difficulties managing their classrooms or adapting to the program's pedagogical strategies. Teachers also were observed (by staff from the implementing organization) carrying out at least one session of the curriculum and provided feedback.

A two-year quasi-experimental evaluation found **positive results in prosocial behavior and in reduced aggressive behavior** according to teacher reports; and in assertiveness and reduction of verbal victimization, according to student reports. The combination of universal components and components focused on those who need them most seems to be very valuable, especially in violent contexts.

Spotlight 4. Student SEL Pedagogy | The Step by Step – Peru[41]

The Step by Step toolkit was developed by the World Bank with external contributors to **equip teachers in Peru with resources that could help their students (Grades 1-11) better understand and manage** their emotions, thoughts, impulses and behaviors; form and sustain positive relationships; and make the most out of life by making responsible decisions and pursuing meaningful goals. The toolkit offers a series of practical lessons and support materials designed to be implemented in the classroom by the teacher. To fit the characteristics and needs of each age group or grade, from ages 6 through 17, lessons are based on a carefully chosen developmental perspective of middle childhood and adolescence.

Toolkit for Teachers

- **Teacher materials.** A guide with structured lessons, a list of materials needed to implement each lesson, key concepts, tips for teachers and parents, and answers to frequently asked questions.
- **Student materials.** A workbook for each student with illustrated worksheets to use as part of the lessons.
- **Classroom materials (in Spanish only).** Posters to aid in social and emotional learning as well as children's storybooks and a CD with songs for primary school.

Pedagogical Principles behind the Toolkit Design

The Step by Step toolkit applies the most effective practices for social and emotional education, which guide students through a well-sequenced series of engaging activities focused on the development of specific skills. This approach is known as "SAFE":

- **S**equenced set of activities that are developmentally appropriate for the students in each grade to achieve the learning goals.
- **A**ctive forms of learning that focus on experiencing and practicing the skills, including dramatization, role playing, modeling.
- **F**ocused every week on developing the skills as part of school curricula and during school hours.
- **E**xplicit teaching and learning of a set of social and emotional skills, naming them, and showing students how to put them into practice.

Keys to Successfully Implement the Toolkit

The lessons have been designed to last about 45-50 minutes each. The teacher/facilitator must be able to foster a healthy, safe, and nurturing learning environment. For that to happen, the teacher must build a genuine relationship with students based on appreciation, respect, unconditional acceptance, protection, and empathy. Methodologically, the three keys for a successful Step by Step experience are:

- Prioritize **listening** over lecturing
- Focus on the students' **experiences**, rather than the teacher's expertise
- Build **relationships** with the students, rather than concepts and theory.

The teacher's guides provide a summary of the Do's and Don'ts. Click here to access Teacher's Guides and Student Workbooks for Grades 1-11.

Spotlight 5. Teacher SEL | Educating for Wellbeing - Mexico[42]

Educating for Wellbeing, AtentaMente's proprietary curriculum **trains educators** to improve their own social and emotional competencies (SEC) and well-being, foster SEL in students and implement systemic change. Educating for Wellbeing (EW) consists of **three components**: (1) a rigorous professional development program that uses a blended learning approach—synchronous sessions, a self-paced online course and a mobile app—to train educators to understand and practice SEC in their lives and classrooms and improve their own well-being; (2) an SEL curriculum for students, which embeds both explicit instruction and the practice of targeted skills into daily activities; and (3) leadership training that builds local capacity to ensure culturally and contextually relevant SEL implementation that enacts long-term systemic change.

EW **has proven effective in improving outcomes in both educators and students**. Results from pilot studies show positive changes in teachers' SEC, stress, and burnout, as well as students' improved socio-emotional outcomes. Randomized control trials (RCTs) conducted by the World Bank and the Center for Healthy Minds will publish results estimating the impact of EW in the following months.

Do You Want to Learn More About Fostering SEL Skills?

Student SEL

- Go to CASEL and RULER websites for resources on SEL fundamentals, research, and events.
- Review these evidence-based practices for educators to support and respond to students' social, emotional, and behavioral needs.
- Check out these six recommendations from EEF on *Improving SEL in Primary Schools*.
- *Taking Stock of Programs to Develop SEL Skills* provides systematic review of evidence from programs that provide support before formal education, are school-based, or are out-of-school programs.
- Explore the Happiness Curriculum, India. The report summarizes the factors believed to contribute to happiness, as reflected in the Happiness Curriculum.
- Check out UNESCO MGIEP's report *Rethinking Learning: A Review of SEL for Education Systems*. It reviews the latest research on SEL, including monitoring and evaluating SEL, and presents scientific evidence for *why* SEL is key to education.
- Read Measurements and Impacts of Socioemotional Skills Development in Highly Violent Contexts.
- Read Policy Report that presents eight implementation tips to increase the quality of SEL programing, including implementing at scale. The report highlights relevant research, shares key challenges, and showcases successful solutions implemented across the world.

Teacher SEL

- Read ch. 5 on SEL for Educators in the UNESCO MGIEP's report for an overview of educator SEL.
- Read INEE's Landscape Review: Teacher Well-Being in Low Resource, Crisis, and Conflict-Affected Settings
- Refer to the *Prosocial Classroom Model* (p.193) or the full report here to better understand how teachers' social and emotional competence and well-being influence a classroom's emotional climate and student academic and behavioral outcomes.
- Refer and adapt the *Transforming Education's SEL for Educators Toolkit* to your context. The toolkit focuses on what educators can do to support their individual growth.
- Evidence highlights that teachers who tend to have higher levels of emotional intelligence employ more integrating and compromising strategies to manage conflict, thus more constructively managing conflict in the classroom.
- Explore Mindfulness Training for Teachers here, here, and here.
- Infuse SEL in the pre-service teacher education programs here and here.
- Read INEE's Teacher Wellbeing Resources Mapping and Gap Analysis, which includes an Excel spreadsheet of resources and tools ranging from policy, advocacy, measurement, and self-study to training to address teacher well-being in emergency settings (including COVID-19).
- Complete Guide to Behavior-Specific Praise in the Classroom.

3. IMPLEMENT DIFFERENTIATED TEACHING STRATEGIES

Support teachers to implement differentiated teaching strategies in their classrooms. Differentiated teaching implies meeting the diverse learning needs of students in classrooms.

Why

Effective teaching not only is concerned with transferring content knowledge but also focuses on pedagogy or the delivery process, which can make students feel safe and attentive to learn what is being taught. By differentiating their teaching approaches to respond to students' learning needs, teachers can adjust the challenge and information to a level better suited to their students. Teachers can adjust or adapt the learning content or delivery process, which are critical elements for supporting a more inclusive approach to learning, particularly for students with disabilities. Schools often lack both (a) teachers with the adequate training and materials to provide adaptive and inclusive teaching and learning strategies and (b) classroom facilities and learning resources to accommodate specific needs.

How

A. Support teachers to learn and apply classroom pedagogy that fosters student learning and engagement:

1. **Teachers learn how to adjust instruction (that is, make needed changes to the lesson when their timing is off, or students are confused) by** (a) checking for understanding and using continuous assessment approaches, (b) recognizing when to adjust or adapt instruction to student needs, and (c) choosing a way to adjust instruction.[43]

2. **Teachers apply differentiated teaching strategies that include *all* learners in the learning process and cater to their diverse learning needs, especially girls, minorities, and children with special educational needs.** These strategies include (a) adopting the Universal Design for Learning (UDL) framework, which enables multiple means of content representation (visual, auditory, tactile), action and expression for students to demonstrate knowledge and skills, and student engagement[44]; (b) adopting adaptive teaching practices such as "Teaching at the Right Level" (TaRL), which divides children in groups based on learning needs rather than on age or grade, dedicating time to basic skills rather than focusing solely on the curriculum, and regularly assessing student performance rather than relying on end-of-year examinations[45]; and (c) using preferred language of instruction (LoI) to facilitate student learning, staying in school, and a school experience appropriate to students' culture and local circumstances.[46]

3. **Teachers instruct in a way that deepens student understanding and encourages critical thinking and analysis.** The teacher (a) facilitates the lesson by explicitly articulating lesson objectives, by connecting the learning activity to other content knowledge or students' daily lives, and by modeling it through enacting or thinking aloud; (b) checks for student understanding by using questions, prompts, or other strategies to determine students' level of understanding, or by monitoring students during group and independent work; (c) gives feedback by providing specific comments or prompts to help clarify students' misunderstandings or identify their successes; and (d) encourages students to think critically by asking open-ended questions and providing students with thinking tasks that require them to analyze content.[47]

B. Provide teachers with ongoing professional development opportunities to help create safe classrooms:

1. **Support teachers through** (a) scheduling blocks for ongoing opportunities for focused, practical, and tailored TPD (content, pedagogy, classroom culture, and management);[48] (b) training to adjust instruction, apply differentiated teaching practices, create SAFE classrooms, and apply trauma-sensitive practices; (c) training to create learning material content to aid learning; (d) providing mentorship, coaching, and communities of practice approaches to help teachers reflect on, engage with, and apply TPD learnings.[49]
2. **Use technology to enhance access, engagement, and application of TPD by providing technology-based hybrid models of** (a) coaching; (b) communities of practice (CoP); (c) digital learning resources; (d) digital teaching resources; (e) instructional tips and strategies; and (f) modeling of best practices.[50]

Spotlight 6. Classroom Pedagogy | Teaching at the Right Level (TaRL) - Niger[51]

Niger is severely affected by the learning crisis. Ninety-nine percent of children in Niger of late primary age today are not proficient in reading, adjusted for the Out-of-School children (World Bank 2019). The scale of the problem is growing due to the continuously increasing population. The factors behind the crisis are complex. They include teachers' motivation and skills, learners' readiness, school management and school inputs including textbooks, technology, and infrastructure. These factors touch on the **three safety areas** described in the chapeau AN: management, T&L, and PLE.

- In 2018 over 3,500 schools and communities in the Tillaberi region collaborated to organize remedial extracurricular activities in basic mathematics through the **voluntary contributions of teacher, parents, and community members under the "School for All" project**. The project empowered parents, communities, and schools to improve children's education through encouraging school enrolment and providing community-led supplementary lessons using the "Minimum Package for Quality Learning" (PMAQ) model. To accelerate children's learning, Japan International Cooperation Agency (JICA) **integrated the TaRL approach and developed a model for both literacy and numeracy.** The TaRL-integrated PMAQ model was strengthened with **Annual Status of Education Report (**ASER) tools and activity-based facilitation.

JICA partnered with Niger's Ministry of Education. PMAQ **trained School Management Committees (SMCs) and facilitators (either government teachers or community volunteers)** to conduct after-school, weekend, and evening classes and study groups (by proficiency levels) to help children strengthen their foundational numeracy and literacy. SMCs support PMAQ classes and study groups. Each SMC organized 5 to 10 hours of PMAQ activities per week (100 to 250 hours per year). Facilitators (government-employed teachers or community volunteers) led PMAQ classes. The facilitators monitored and encouraged children's participation and checked their progress. In line with TaRL principles, regular evaluations and the focus on learning enabled facilitators to provide tailored/scaffolded support to learners. Training was provided to SMC representatives and facilitators, and, with JICA's support, complementary numeracy and literacy exercise books were developed.

Three months into the intervention, mathematics test results in participating schools showed that correct responses on tests had improved significantly, doubling from 35 percent to 70 percent on average. As a result of similar efforts, for literacy, students who could read at least a simple paragraph jumped from 3 percent at the beginning of the intervention to 20 percent by the end.

Do You Want to Learn More About Implementing Differentiated Interventions?

Classroom Pedagogy

- What is UDL? Read guidelines to implement UDL.
- See review of UDL in LMICs. See also review of UDL as Inclusive Education Policy in South Africa.
- See USAID's Toolkit for UDL to Help All Children Read. Also read guidance from USAID on Using ICT to Implement UDL.
- Read guidance on Maintaining Remote Learning Continuity by Using UDL (sec. 2, p.17).
- What is TaRL? Is it right for my context? Learn more from examples of TaRL-inspired applications around the globe. Read evidence.
- Check out World Bank guidance on Effective Language of Instruction (LOI) Policies for Learning.
- Review RTI's Science of Teaching resources on LOI: Overview of core concepts and issues related to LOI; and the four steps for navigating language issues in foundational literacy and numeracy (FLN) programs.
- Read UNICEF report on Impact of Language Policy and Practice on Children's Learning: Evidence from Eastern and Southern Africa.

Professional Development

- Check out the Coach Repository of In-Service Teacher Professional Development Programs, which provides access to a global database of in-service K-12 teacher professional development (TPD) programs. The repository is accompanied by a set of Spotlight Sheets, which provides more detailed information on a subset of the programs in the repository.
- Check out the World Bank Teacher Professional Development Repository, which provides access to a detailed database of World Bank education projects or projects with education components. The repository includes TPD projects that target in-service, pre-service, and technical and vocational education and training (TVET).
- Technology for Teaching (T4T) Approach Note (AN) and Navigation Guide (NG).

4. CHALLENGE STEREOTYPES AND BIASES

Support teachers to challenge their and their students' stereotypes and biases, which inform their behaviors. Stereotypes and biases include discrimination by racial/ethnic, gender, socioeconomic, disability, and/or religious identity. Challenging them means that the teacher actively works against the stereotypes and biases that exist in his or her community and provides all students with equal opportunities to learn.[52]

Why

As with all human beings, teachers are not immune to biases and stereotypes. In 2014, 31 percent of teachers surveyed in the United States believed that inequality was due to African Americans not being motivated enough to pull themselves out of poverty.[53] Similarly, teachers in Lebanon believed that not all students with disabilities could be included successfully in the learning process.[54] Evidence also suggests that stereotypes based on social class and gender influence how teachers assess the aptitude and behavior of their students.[55] In turn, teacher stereotypes can induce students to underperform and self-select into less-demanding schools, following the track recommendations of their teachers.[56] At the same time, biases sometimes are reinforced through curriculum and T&L materials. Therefore, teachers need to learn to identify and address these in the classroom.[57] Moreover, biases sometimes are subconscious. Consequently, it can take a great amount of work for teachers to simply identify these biases, let alone eliminate them.[58] To ensure inclusive learning spaces, it is essential for teachers to address these misconceptions early on.

How

A. Support teachers to learn and apply classroom pedagogy that fosters student learning and engagement:

1. **Inform teachers' misconceptions toward students and other teachers/staff and increase teachers' self-awareness of their stereotypes and biases[59] through** (a) developing TPD programs that diagnose and address teachers' misplaced beliefs in their own or their students' abilities, using teacher surveys, focus group discussions, or interviews to facilitate diagnoses;[60] (b) utilizing interventions and policies that help teachers replace negative associations with positive ones;[61] (c) initiating collaborative dialogue and training sessions through which teachers can be exposed to results from other classrooms in similar contexts. Evidence says that when teachers see change, they can rectify their misconceptions, such as "not all students can learn;[62] (d) organizing coaching programs; (e) training to utilize inclusive and culturally responsive teaching practices to accommodate students with diverse backgrounds, special needs, non-conforming gender identities;[63] and (f) embedding inclusion training as part of a wider system of initial and pre-service teacher education.

2. **Teachers challenge their own stereotypes and biases in classrooms** by (a) reflecting on their classroom culture to uncover any stereotypes or biases in the materials that they are using or the attention that they give to students; and (b) using systems to give equal attention, for example, maintaining and referring to a class roster on which teachers record how many times they have called on certain students (this tactic helps reveal implicit bias). Eventually, teachers ensure that all students are treated with respect; all are given equal opportunities to learn and succeed; and high expectations for the learning and success of all students are set and upheld.[64]

B. Challenge students' existing stereotypes and biases to ensure that all students and teachers feel that they belong:

1. **Teachers challenge students' stereotypes and biases in their classrooms** by reflecting on classroom culture to uncover any stereotypes or biases in the relationships that students have with one another, or with their teachers. Teachers choose relevant strategies that can challenge students' stereotypes and biases about others and themselves by (a) teaching against stereotypes and biases; (b) setting and reinforcing expectations for respect in classrooms; (c) discussing classroom materials when they show stereotypes and bias, and/or providing more inclusive materials[65]; and (d) building knowledge of and empathy toward others.[66]

Spotlight 7. Brief Intervention to Encourage Empathic Discipline - USA[67]

There is increasing concern about rising discipline citations in K–12 schooling and the lack of means to reduce them. Predominant theories characterize this problem as the result of punitive discipline policies (such as "zero-tolerance" policies), teachers' lack of interpersonal skills, and/or students' lack of self-control or social–emotional skills. **By contrast, the present research examined teachers' mindsets about discipline.**

A brief intervention in the United States aimed at **encouraging teachers to adopt an empathic mindset about discipline.** The intervention comprised one 45-minute and one 25-minute online module. Teachers were told that the purpose of the exercise was to review common, but sometimes neglected, wisdom about teaching and to collect their perspectives as experienced teachers on how best to handle difficult interactions with students, especially disciplinary encounters. Teachers were assigned randomly to a condition within school immediately after consent.

The **first module** was completed midway through the Fall semester. First, teachers read an article that described nonpejorative reasons why students sometimes misbehave in class and how positive relationships with teachers can facilitate students' growth (for example, "[the] social and biological changes of adolescence can make middle school students insecure…worries [about un-fair treatment] can cause students to experience stress, to over-react, and sometimes to disengage from school"). These materials discouraged labeling misbehaving students as troublemakers. Instead, the materials encouraged teachers to understand and value students' experiences and negative feelings that can cause misbehavior and to sustain positive relationships when students misbehave. Teachers were reminded that "a teacher who makes his or her students feel heard, valued, and respected shows them that school is fair and they can grow and succeed there." These ideas were reinforced by stories from students (for example, "One day I got detention, and instead of just sitting there, my teacher talked with me about what happened. He really listened to me....It felt good to know I had someone I could trust in school...."). Teachers then wrote how they incorporate or could incorporate these ideas in their own practice. They were told that these responses, would be "incorporated into a teacher training program so future teachers can benefit from your experiences and insights." This representation of the exercise and interactive elements draws on other successful social-psychological interventions. Teachers were treated as experts and agents of positive change for others, not as recipients of remediation.

The **second session** completed two months later reinforced the treatment message. Teachers were reminded that "students' feelings about and behavior in school can and do improve when teachers successfully convey the care and respect students crave."

A **randomized field experiment** highlighted that this intervention halved student suspension rates over an academic year. The experiment also bolstered respect that the most at-risk students—previously suspended students—perceived from teachers. Teachers' mindsets about discipline directly affect the quality of teacher–student relationships and student suspensions. Moreover, teachers' mindsets can be changed through scalable intervention.

One of the **other two experiments** tested whether teachers could be encouraged to adopt an empathic rather than a punitive mindset about discipline—to value students' perspectives and sustain positive relationships while encouraging better behavior. The second experiment tested whether an empathic response to misbehavior would sustain students' respect for teachers and motivation to behave well in class. These hypotheses were confirmed.

Do You Want to Learn More About Challenging Stereotypes and Biases?

Teacher Stereotypes

- Research highlights that stereotypes of social class influence how teachers assess the scholastic aptitude and behavior of their students. In line, when students perceive that their teachers have created fixed mindset climates, they experience greater stereotype threat, which in turn, negatively predicts achievement via anxiety. These findings highlight the importance of creating classrooms that cultivate a growth mindset and minimize social identity threat.
- Sample Training Pack: Recognizing and Challenging Unconscious Bias

Student Stereotypes

- Research shows that removing stereotype threats, for example, by enabling students to view intelligence as malleable, can improve their academic performance. See research on students' self-affirmations to close the minority achievement gap.
- Read UNESCO guidance on Challenging Gender Bias and Stereotypes in and through Education

Conclusion

A safe, inclusive, and positive learning environment is critical to ensure student learning, health and well-being, and relationships (with peers, teachers, family, or in school). Some students also may find school to be a refuge and an escape from unsafe home environments. T&L practices can influence school safety levels and how students and teachers engage in the teaching and learning process. The evidence clearly indicates that practices that build positive relationships and foster the SEL skills of both students and teachers, along with implementing differentiated teaching practices to include all learners, are better able to protect schools, respond, and recover from disruptions to education. Teachers who challenge not only their own stereotypes and biases but also those of their students create positive learning environments and safe spaces for the behavior change to evolve in response to the implemented policies and practices.

The four strategies proposed in this Note identify key approaches to strengthen the role of T&L practices with the intention of focusing on actionable strategies that can be applied in low and high resource settings. As highlighted, different students may require different types of support to feel/be safe and the same should be considered while prioritizing strategies. Moreover, these four strategies form part of the guidance on safe school practices and can be integrated with strategies that strengthen management practices as well as the design and use of the schools' PLE, depending on context and needs.

Endnotes

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[11] Amrit Thapa and others, 2013.

[12] "Classroom culture" refers to a set of beliefs, attitudes, and behaviors shared by teacher and students. For a positive classroom culture to emerge, students, teachers, and staff members all need to understand and adhere to shared values and goals, which in turn form the identity and sense of a caring community of learners. (Ezequiel Molina, Syeda Farwa Fatima, Andrew Ho, Carollina Melo Hurtado, Tracy Wilichowski, and Adelle Pushparatnam. 2018. *Measuring Teaching Practices at Scale: Results from the Development and Validation of the Teach Classroom Observation Tool*. Policy Research Working Paper 8653. Washington, DC: World Bank © World Bank. https://openknowledge.worldbank.org/handle/10986/30880. License: CC BY 3.0 IGO.")

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[16] Darling-Hammond and Cook-Harvey, 2018.

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[19] The teacher maximizes time on learning by ensuring most students are on task and provided with a learning activity most of the time (World Bank 2019a).

[20] Darling-Hammond and Cook-Harvey, 2018.

[21] The accompanying *Role of Management Practices* Note touches on a clear, safe, and anonymous pathway to report incidences of safety risks.

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[29] Curricula reform needs to be cognizant of teacher overload and work stress, so the reform should be about making the existing curriculum holistic and multidisciplinary, rather than always adding new focus areas and activities.

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[65] For example, teachers should consider cultural and gender differences by drawing on examples that are culturally relevant and ensuring that the inclusion of examples that appeal to the interests of girls and boys, thereby ensuring gender stereotypes/roles are not promoted through these examples. For more details on the supply of and access to quality T&L materials, see the accompanying safe school *Role of Physical Learning Environment* Note.

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