Programme Principles:
Teach First's Programme Principles set out 8 principles that we think will enable delegates to make the most progress, most quickly, on all Teach First Programmes. They are based on a significant research base, and are updated annually in line with evidence from the sector, feedback from individuals using them and evaluation data about their impact.

Principle	Information
Alignment, consistency and simplicity	• Programmatic alignment (horizontal) is a key feature of effective programmes. Our aim is to build greater consistency in all areas, to reduce challenges that arise for delegates as a result of inconsistency. • The inputs a delegate might experience will likely be varied, this variety can contribute positively to their experience. • When inputs are in opposition, it can create tension and anxiety. • All parts of a programme must seek to reduce the negative impact of this. • All programmatic and support inputs should be aware of areas which might act in tension or opposition, and the potential implications of this.
We are explicit about what we do and why	• We want to clearly communicate to delegates and wider partners (schools for example) why we have structured the programme, content and support as we have. Through doing so, we model an empirically sound and research informed approach to teacher development and a clear rationale for our programmatic choices so that delegates can have confidence in the relevance and utility of the content, and the credibility of the evidence base that underpins it.
We include exposure to a wide range of debates in the system ensuring each is rooted in the most robust evidence around what constitutes effective practice	• Debates like knowledge and skills, traditional and progressive are strongly contested in the sector, we feel that knowledge, understanding and ability to engage in these debates is essential for delegates, so they can make meaning of them in relation to their practice. • Delegates on our programmes are exposed to the most robust, up to date evidence around what constitutes effective practice
We ensure the curriculum meets the needs of the particular audience it is intended for	• We identify the experience of the learner and tailor our curriculum accordingly, be that a novice, early-career or expert practitioner/leader. We also consider the academic level/rigour that is required for each programme. • We understand the difference in learning requirements of novices and experts. Programmatic content is designed in light of this. • Our programme has three equally important domains; teaching and learning, leadership, and movement, each equipping delegates with the critical skills to impact in their classrooms, in their schools and across the system.
All curricula are appropriately sequenced	• Programmatic alignment (vertical) is a key feature of effective training programmes. It enables us to build a sequence of experience and development that is tailored to the delegate's stage of development. It enables us to ensure delegates are focussing on that which is essential to their practice at any given time. • Supporting delegates to do this successfully lies in our ability to make careful choices about what to introduce and when. Sometimes, this means returning to content a number of times, to deepen and consolidate knowledge and skills.

Deliberate practice is an explicit component of our programmes	• Deliberate practice (in various forms) sits at the heart of development – a large body of research tells us why this type of practice is effective in supporting skill development. • We believe that deliberate practice (and associated feedback from experts) towards carefully crafted targets, and supported by access to a range of outstanding practice, helps delegates build clarity and confidence in all areas of their work. • When combined with carefully structured reflection, deliberate practice is powerful driver of development.

Our programme is rooted in the most robust evidence around how pupils, and especially pupils from disadvantaged backgrounds, learn best	• Teaching / instruction: direct or explicit instruction methods are most effective when:
	   • teaching new knowledge and ideas;
	   • teaching content to those who we would consider novices;
	   • teaching knowledge and skills that can be considered *biologically secondary*, that is, competencies acquired through formal or informal training e.g. mathematics (as opposed to *biologically primary*; competencies that are components of evolved cognitive domains e.g. facial recognition and language);
	• Teaching pupils strategies to set goals and monitor and evaluate their own academic development, helping them to better manage their own motivation towards learning and providing pupils with a repertoire of effective strategies to select when tackling learning activities are all effective ways to support and develop pupil learning.
	• Differentiation: differentiation for pupils with additional needs can be essential. Where possible, teachers should 'scaffold up', rather than 'differentiate down'. Differentiation should aim to ensure an 80% success rate for pupils, and only be employed when the impact it has is commensurate with the time and effort it takes. The starting point for all teachers when considering differentiation should be what makes pupils similar, rather than what makes them different.
	• Group-learning/Problem Based Learning: both are hard to do well, and when badly, both can have a disproportionately negative effect on more disadvantaged pupils. Strong systems should be in place in school to support delegates to teach in this way, and priority should be given to ensuing teachers can expertly manage whole-class interaction and independent activity.
	• Student motivation: is predicated on strong and effective relationships between teachers and pupils. Poor motivation of low attainers is a logical response to repeated failure and so teaching should always start from the position of what will most likely ensure every pupil learns, rather than the position of what will most likely motivate pupils or keep them engaged.

A broad and balanced curriculum, and the importance of knowledge and skills	• The experience of a broad and balanced curriculum is essential for all pupils to ensure high levels of motivation. • The research literature from cognitive science shows that knowledge makes learning easier. Knowledge is not only cumulative, it grows exponentially. Those with a rich base of factual knowledge find it easier to learn more and factual knowledge enhances cognitive processes like problem solving and reasoning. The richer the knowledge base, the more smoothly and effectively these cognitive processes operate'. Skills are predicated on knowledge and so we see knowledge as key for our pupils, and an essential component for delegates on all of our programmes.