

1. Use behavioural science to be specific and prioritise effort

- Think about your programme – a set of things you hope educators do (behaviours) – and how you support them to do it (implementation strategies).
- Think about the behaviours you hope to change: for example, the teaching and learning behaviours enacted by educators to support pupils and to influence pupil behaviour.
- Think about the capability, opportunity and motivation factors that influence these behaviours.
- Think about the individual implementation strategies that will be part of your programme, and how each one could support behaviour change.

2. Use a Theory of Change (ToC) as a design process

A ToC is a 'big picture' of your programme: a way of systematically thinking through how you will address an educational challenge and achieve a particular change.

- Ensure that you have a good understanding of the evidence base to identify the challenge or gap in the sector that your programme is addressing.
- Think about the target group of pupils you hope to ultimately support, and the long-term programme aim.
- Think about the changes you hope to see in pupils from this programme on the way to achieving your aim.
- Think about the changes you hope to see in practitioners, or other relevant stakeholders, to achieve the changes in pupil behaviour that you have identified.

3. Build in feedback planning at an early stage

- Gather formative feedback to help you understand how the delivery of your programme is going: what is happening in participating settings and what participants think about the programme.
- Focus on formative feedback (rather than quantitative data analysis or testing pupil outcomes) at this early stage.
- Identify the key research questions that you want to be able to answer via the feedback you have collected.
- Identify suitable ways of collecting feedback to help answer your research questions: for example, surveys, interview/focus group guides, observation checklists.

4. Deliver the programme to a small number of settings

- Work with a limited number of settings to help ensure that the process is manageable: start small, review feedback, and deliver your programme to more settings next time with greater confidence.
- Plan when the different elements of your programme will be delivered, including dates for training sessions and number of weeks of delivery, and the ongoing support available.
- Create appropriate programme resources to support effective implementation.

5. Reflect to consider future adaptations

- Review your feedback in the round to help identify key threads across your different data.
- Revisit your research questions and consider what conclusions you can draw: consider compiling findings into one summary document to make this clear and accessible.
- Stop and reflect on the changes that you could make to your programme, based on the feedback you have received.
- Revisit your Theory of Change and consider what specific updates are needed.