
A Chameleon Guide to the TPL Planner

To be read in conjunction with the DE guidance

Programme Aim:

“To enhance teacher effectiveness and improve educational outcomes for all pupils by providing funding for targeted, evidence-based professional learning opportunities that build capacity and skills across the workforce” (Page 3).

To access the TPL Fund, schools are required to submit an annual TPL Strategy Statement (the TPL Planner) to the Department of Education.

The TPL Planner asks schools to indicate how the TPL funding will be used, identifying which eligible expenditure category they propose to seek funding for.

Chameleon Education courses are best-fit with Category 3: Externally-Delivered Courses and Conferences. However, some of the bespoke training sessions could qualify as Category 2: School-Based Professional Development Activities.

What are the TPL priorities?

Schools are also required to demonstrate strategic alignment with the key system wide priorities set out in the TransformED Strategy and SEN Delivery Plan:

- Teaching & Learning (including pedagogy, subject specific learning and behaviour management)
- Improving Literacy and/or Numeracy outcomes
- Curriculum design and development
- Assessment
- Self-evaluation leading to improvement
- Tackling educational disadvantage
- Special Educational Needs

The guidance document also distinguishes the difference between Direct Professional Development and Indirect Professional Development.

Chameleon Courses, which focus on leadership development and coaching methodology, are Indirect Professional Development.

As such, they are not directly focused on the 7 priorities above. Instead leadership development and coaching methodology underpin all effective Teacher Professional Learning and will amplify the effectiveness of any Direct Professional Development.

Chameleon Education
www.chameleonedn.com



Why choose Chameleon Education?

The TPL fund's 'three-year cycle allows for strategic planning, implementation and evaluation of professional learning programmes' (Page 2).

Our courses will compliment any development sessions focused on the 7 priorities by developing the leadership capacity of the school and providing a 'how' to maximise the impact of them. The courses will amplify the impact of any professional learning, by providing an evidenced-based coaching methodology that concentrates on the learner, not just the learning.

Alternatively, It is conceivable that in year one of the funding, schools may wish to create a solid foundation of developing the leadership of the school and creating the best possible environment for engaging in direct professional development work, such as pedagogy and Literacy/Numeracy specific development activities, in the future. By increasing the capacity of the learning leader, the potential impact of future learning is increased.

Completing the TPL Planner

It is important that schools have a clear rationale for their intended professional learning. They will have a clear understanding of the school's priorities and how they are aligned to the Department's Strategic Priorities. We recommend that you approach the TPL Planner from the perspective of impacting one of these areas. When completing the 'Overview', you will need to identify which area you are wishing to impact and why you have chosen this - this information will come from your school's self-evaluation processes.

You will expand on this on the second page - 'TPL Strategy Statement' in the first box.

You will then input the relevant Chameleon Education courses (and/or other training provider courses) in Section 2. Remember that Chameleon Education courses are most likely to be Category 3 (Option 2) or Category 2 (Option 1). If choosing Chameleon Education courses, please refer to our brochure or website for pricing.

You will also need to factor in the additional costs of sub-cover in Category 5, if required.

In Section 3, you will provide a rationale for why you chose the Chameleon Education courses - *see above*. You should identify the fact that Chameleon Education course are Indirect Professional Development.

In Sections 4-6, you should answer specifically to your school. Impact can be measured through staff feedback/testimonials, performance indicators and/or assessment results.

Remember that all TPL Planners must be completed before 29th September 2025.

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