



Oide

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Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Biology

Professional Learning Booklet
PLE Day 4 - 2026/2027

Table of Contents

Senior Cycle Biology - Support Journey Reflection	2
Assessment to Support Learning and Teaching	2
The LC Biology Specification & Bloom's Taxonomy	3
Linking learning outcomes to Bloom's Taxonomy	4
Gallery walk: Reflection on Bloom's Activity	4
Some sample question cues	5
Genially: Biodiveristy on our Doorstep	6
Learning Reflection - Investigation Stations	7
Planning Considerations for the Biology Classroom	8
Scientific Practices Progression	9-10

Supports for Participants

Leaving Certificate Biology Specification	Guidelines to Support the Biology in Practice Investigation	SEC Sample Papers	Biology Padlet
			
Scientific Practices Supporting Materials	AI to Support Learning, Teaching and Assessment Webinar	Biodiversity on our Doorstep Genially	Senior Cycle Learning Programmes L1/L2
			



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Leaving Certificate Biology - Support Journey

What has worked well in your Leaving Certificate Biology classroom in relation to learning, teaching and assessment?

Assessment to Support Learning and Teaching

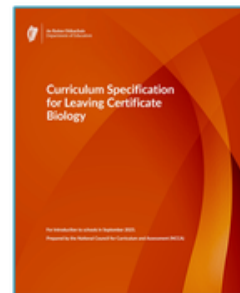
What are the key messages from the specification?

What considerations do you need to make when planning?

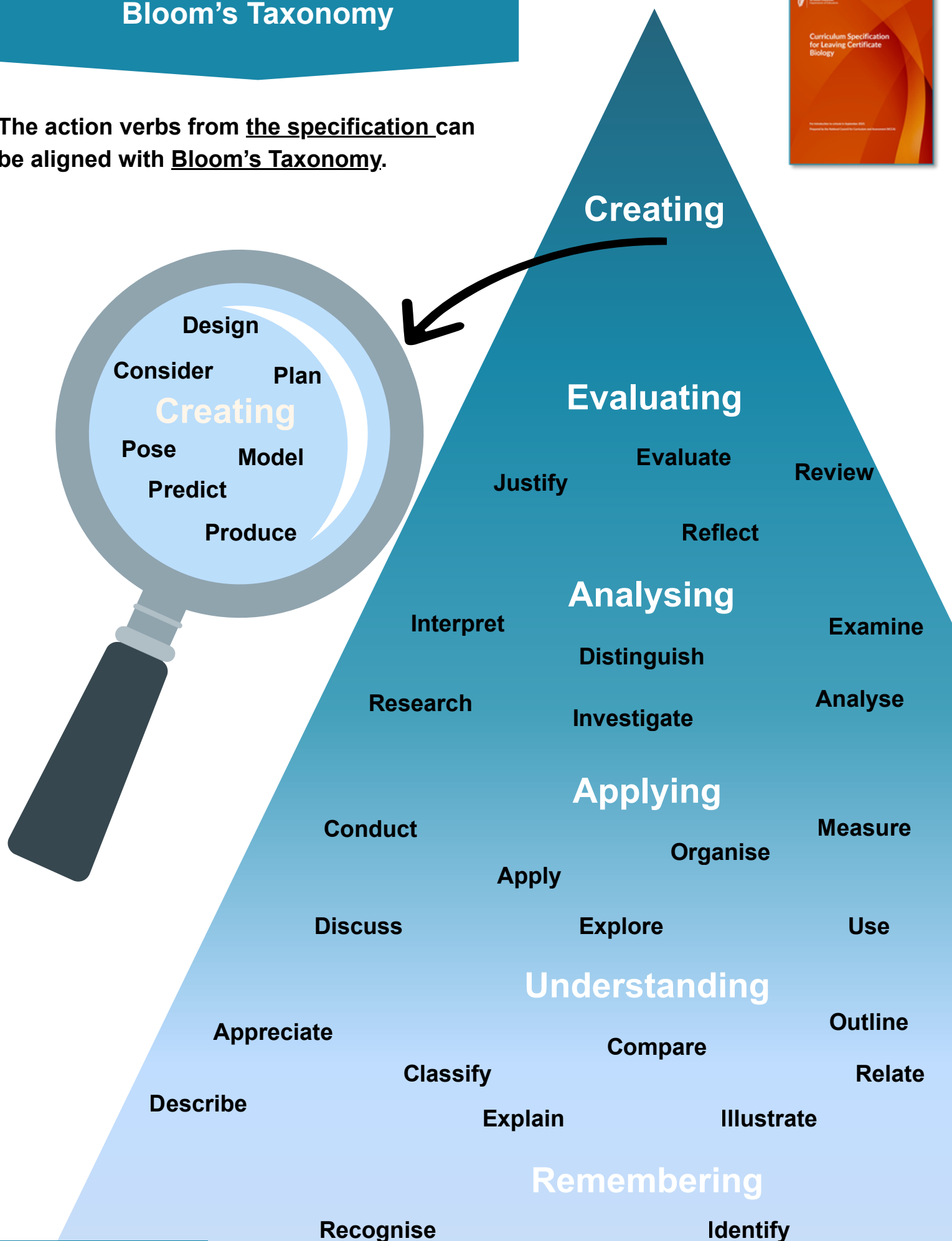
What assessment strategies could be used?



The LC Biology Specification & Bloom's Taxonomy



The action verbs from the specification can be aligned with Bloom's Taxonomy.



Linking learning outcomes to Bloom's Taxonomy



Learning outcome from the specification	Tick all the cognitive levels that apply		
2.5.3 <u>describe</u> pregnancy from the development of fertilised zygote to birth	☒ Remembering	☒ Understanding	☐ Applying
	☐ Analysing	☐ Evaluating	☐ Creating
	☐ Remembering	☐ Understanding	☐ Applying
	☐ Analysing	☐ Evaluating	☐ Creating
	☐ Remembering	☐ Understanding	☐ Applying
	☐ Analysing	☐ Evaluating	☐ Creating
	☐ Remembering	☐ Understanding	☐ Applying
	☐ Analysing	☐ Evaluating	☐ Creating

Gallery Walk: Machnamh

How could the success criteria be used to suit different assessment approaches in your classroom?	
How could this activity be adapted to remove barriers for learning and support access for all learners?	

	Action verbs	Sample Success Criteria	
CREATING	Consider Model Pose Produce	Design Plan Predict	I have designed an investigation that could test... Based on the trend, I predict... I created a representation/model to explain... On the graph, I drew a line to predict... I have reviewed the method and suggested improvements... I know that this is a testable hypothesis because... I have identified the limitations... The following patterns or trends can be identified in... Using the information, I conclude that... I can distinguish between these because... I can give another example where... I have completed the line on the graph... From the data, I can calculate the change in... I can discuss the... I can describe in my own words... There are the similarities/difference between.. I have shown how _____ relates to _____ Here is an example of... I can commented on... I can name... I can state the... I have listed the... From the information provided, I know who/what/where/why... I can draw a...
EVALUATING	Evaluate Reflect	Justify Review	I have evaluated the data and commented on the reliability of... I reflected on the effectiveness of... Using the evidence, I can assess... I have analysed the data/information to determine... I can examine the relationship between... I interpreted the results and can explain... I have applied your knowledge of _____ to explain... Using the information provided, I can... I have organised the information/data into... I would change this if... I can illustrate my answer with examples of... I have plotted the points and shown this on the graph I can explain the role of... I have outlined the key features of... I grouped the following based on... I can identify... I have matched... I can label... I have found... I have written/circled...
ANALYSING	Analyse Examine Interpret	Distinguish Investigate Research	
APPLYING	Apply Discuss Measure Use	Conduct Explore Organise	
UNDERSTANDING	Appreciate Compare Explain Outline	Classify Describe Illustrate Relate	
REMEMBERING	Identify Recognise		



Genially: Biodiversity on Our Doorstep

	Task 1: Biodiversity in the Media Website used:	Task 2: Engaging with Secondary Data Website used:
<u>C</u> redibility		
<u>A</u> ccuracy		
<u>R</u> eliability		
<u>R</u> elevance		
<u>D</u> ate		
<u>S</u> ource		
<u>S</u> cope and Purpose		

Task 2 - Engaging with Secondary Data

Answer questions/make notes from Task 2 here:

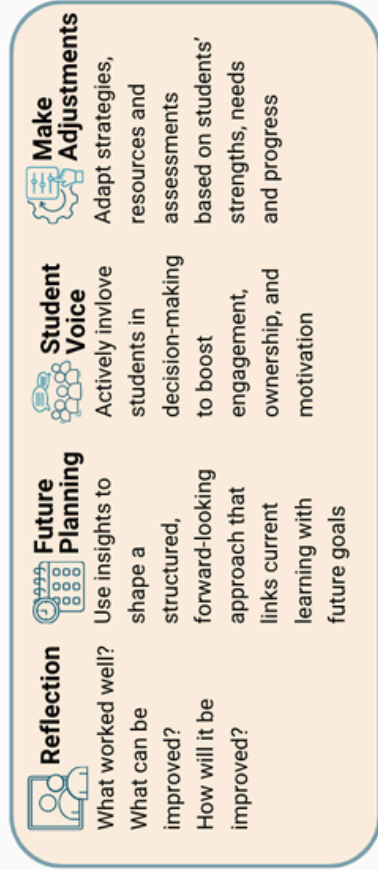
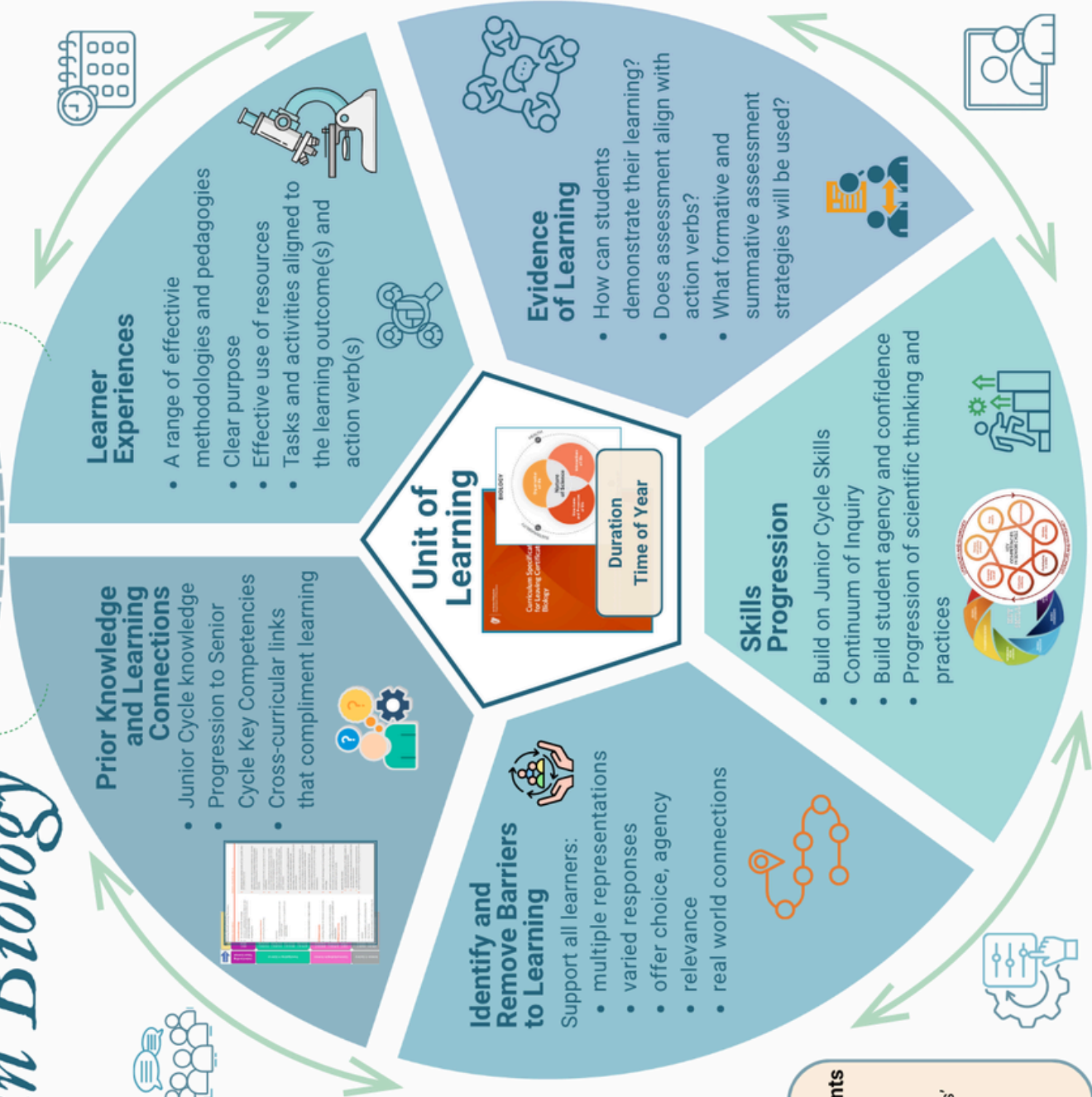
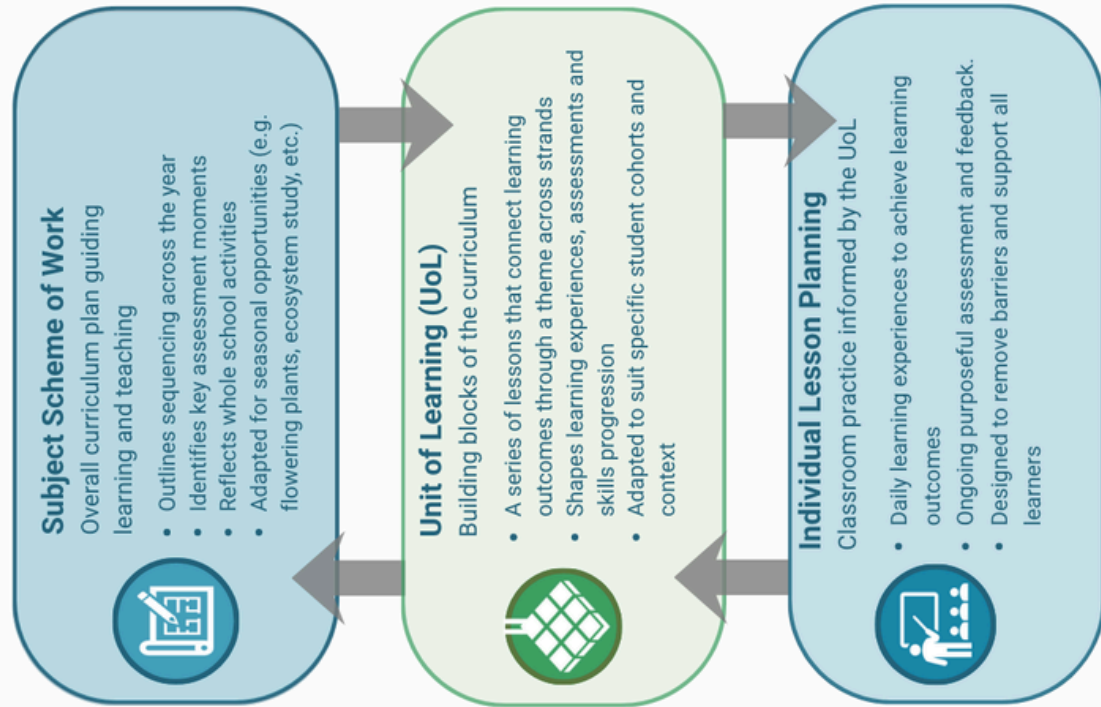
Task 3: Simpsons Diversity Index

Reflection: How could *Biodiversity Maps* and *Simpsons Diversity Index Spreadsheet* be used to evaluate the impacts of human activities on species diversity?

Session 2: Inquiry-based Learning in the Biology Classroom

	Station A: Photosynthesis	Station B: Fermentation	Station C: Microorganisms
What unifying strand learning outcomes can students also engage with during this activity?			
How would the key competencies look in practice during the activity?			
How can this activity be adapted to support all learners ?			
How can this activity specifically connect with the cross cutting themes ?			
Reflection 			
SCAMPER			

Considerations for Units of Learning in Biology



Scientific Practices Progression

	Term 1	Term 2	Term 3
1 st Year			
2 nd Year			
3 rd Year			
Skills Progression 			

Scientific Practices Progression

	Term 1	Term 2	Term 3
TY			
5 th Year			
6 th Year			
Skills Progression 			

