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Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Physics

Professional Learning Booklet
PLE 5 - 2026 / 2027

Table of Contents

Reflection on progress to date	2
Thematic planning (UoL)	3
Learning Reflection : Session 2	4
Teacher Thinking Grid - Station 1	5
Student Response Anticipation - Station 2	6
Units of learning considerations	7
Learning Reflection : Session 3	8

Useful Links

Senior Cycle Physics Specification	Guidelines to support the Physics in Practice investigation	Padlet Link
		 tinyurl.com/4ycr258c



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2025/26 REFLECTIONS

How effectively are inquiry skills
embedded in my classroom?

Where do my students show
independence?

What challenges have arisen around
primary data and how did you over
come them?

Where is my students' progression
strongest?

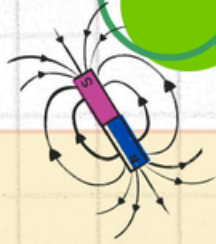
One strategy that you felt helped
students to develop inquiry and
practical skills

Where has formative assessment
supported progression?



LEARNING OUTCOMES

Identify the specification learning outcomes that connect to this stimulus. Consider both contextual strands and unifying strand elements



CONCEPTUAL DEVELOPMENT

Identify the key physics concepts embedded in the stimulus. How would students move from prior knowledge to deeper understanding and application in a new context?

STIMULUS QR CODE

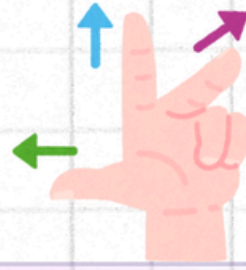
PRACTICAL & INQUIRY OPPORTUNITIES

Identify opportunities for primary data collection, experimental design and modelling. Consider both traditional apparatus and digital techniques.



SKILL PROGRESSION

Identify how this unit could intentionally develop skills such as data representation, analysis, evaluation and scientific communication.



Learning Reflection : Session 2

Which learning outcomes (contextual and unifying strands) could students engage with during these activities?	
How could these activities support progression from concrete experience to symbolic representation and abstract understanding?	
How could these activities promote student engagement?	

Teacher Thinking Grid - Station 1

After engaging with at least one of the tasks, complete the following:

What might students do?	What might this reveal?	What could the teacher ask next?
e.g. Incorrect setup / method	e.g. Misconception or missing knowledge	e.g. Prompt to move learning forward but not remove the challenge

Student Response Anticipation - Station 2

After engaging with at least one of the tasks, complete the following:

Possible student response	What might this reveal?	Teacher prompt
e.g. "I don't know what A and B are."	e.g. Difficulty transferring learning to unfamiliar contexts	e.g. "What familiar physics relationships have a similar pattern?"

KEY CONSIDERATIONS FOR

UNITS OF LEARNING IN PHYSICS

SUBJECT SCHEME OF WORK

The overall curriculum plan guiding teaching & learning

- Outlines sequencing across the year
- Identifies key assessment moments
- Reflects whole school activities
- Adapted for opportunities to link to real world events

UNIT OF LEARNING (UoL)

The building blocks of curriculum you are teaching

- Connects learning outcomes to classroom practice
- Shapes learning experiences, assessments, and skills development
- Adapted to suit specific student cohorts and contexts

INDIVIDUAL LESSON PLANNING

Responsive classroom practice informed by the Unit of Learning

- Daily learning experiences and activities
- Ongoing assessment and feedback
- Adjusted based on student needs and progress.

REFLECTION

Teacher and department reflection. What worked well? Student feedback & assessment evidence. How might learning be improved?



STUDENT VOICE

Listen to learners, value their feedback and involve them in the learning process



FUTURE PLANNING

Use insights to inform and improve future Units of Learning



MAKE ADJUSTMENTS

Adapt strategies, resources and assessments based on student strengths, needs and progress

CROSS-CUTTING THEMES



PRIOR KNOWLEDGE & LEARNING CONNECTIONS

To include:

- Junior Cycle knowledge
- Progression to Senior Cycle Competencies
- Cross-curricular links that complement learning



LEARNER EXPERIENCES

To include:

- Suitable methodologies
- Purposeful learning strategies
- Resources available
- Tasks and activities appropriate to the learning outcome



UNIT OF LEARNING

- Learning Outcomes
- Action Verbs
- Key Learning

EVIDENCE OF LEARNING

To include:

- How can students show their learning?
- Formative and summative
- Alignment to learning outcomes & action verb
- How do we know the student has developed understanding?



SKILLS PROGRESSION

Consider:

- Build on Junior Cycle Skills
- Continuum of Inquiry
- Build student agency and confidence
- Progression of scientific practices and thinking



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Learning Reflection : Session 3

How might planning, practical work and teacher questioning explored today support student learning in your classroom?

Notes

