Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Introduction to the New Leaving Certificate Physics Specification

Professional Learning Experience – Day 2

Schedule

09:15 - 11:00	Understanding of the Physics Specification
11:00 - 11:20	Tea and Coffee
11:20 - 13:00	Focus on Action Verbs
13:00 - 14:00	Lunch
14:00 – 16:00	Planning to teach the new specification

Welcome and Introductions

In your group……

introduce yourself, saying something about your teaching experience in physics – or other subjects

share any thoughts you have regarding teaching the new specification

what are you hoping to get from today?

Introducing Oide – established 2023

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus M

Supporting the Professional Learning of School Leaders

Lárionad

An tSraith Shóisearach do Mhúinteoirí

um Fhorbairt
o Mhúinteoirí

The Science Team

Leaving Certificate Science Subjects PLE Timeline

Oide

01 Sep. – Jan. 24/25

Full Day PLE - Unifying Strand Day

02 Feb. – Apr. 2025

Full Day PLE 2* Subject Specific

- Biology
- Chemistry
- Physics

*Including PLE for teachers teaching 2 or 3 LC science subjects

03 May. 2025

PLE: Collaborative #1

04 Sep. 2025

PLE: Webinar #1 - Scientific Practices

05 Sep. – Jan. 25/26

Full Day PLE 3 Laboratory Day* (Unifying Strand and AAC)

06 Nov. – Dec. 2025

PLE: Collaborative #2

07 Jan. – Apr. 2026

Full Day PLE 4*

08 Apr. – May. 2026

PLE: Collaborative #3

09 May. 2026

Half Day PLE

10 May. 2026

PLE: Webinar #2

Year 1

Year 2

Full Day PLE | Collaborative | Webinar | Half Day PLE

Leaving Certificate Science Subjects PLE Timeline

Oide

11 **Sep 2026**

PLE Webinar #3

12 **Sep – Oct 2026**

PLE Collaborative #4

13 **Sep – Jan 2026/27**

Full Day PLE #5

14 **March 2027**

PLE: Webinar #4

15 **Jan – Apr 2027**

Full Day PLE #6

16 **Mar – May 2027**

PLE: Collaborative #5

Year 3

17 **Sep – Jan 2027/28**

Full Day PLE 7*

18 **Nov – Dec 2027**

PLE: Collaborative #6

19 **Dec 2027**

PLE Webinar #5

20 **Mar – Apr 2028**

PLE: Collaborative #7

21 **May 2028**

PLE Webinar #6

Year 4

Full Day PLE

Collaborative

Webinar

Half Day PLE

Key Dates

Dec 2024
AAC guidelines

Apr 2025
Sample papers

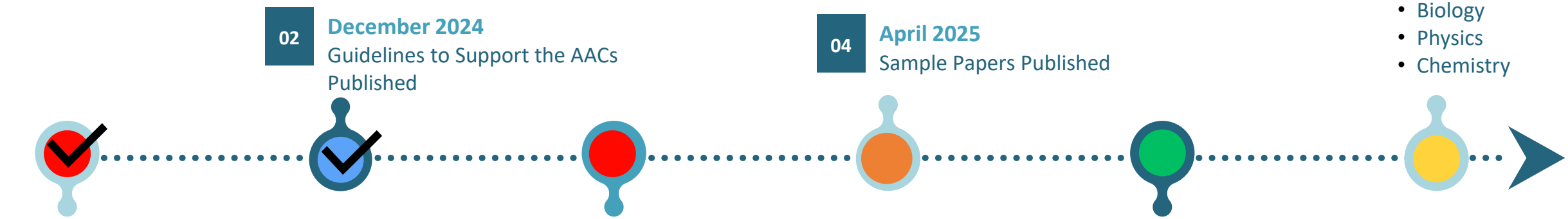
Sept 2025
Specifications in schools

Sept 2025
Sample brief

Jan 2026
Live brief for all subjects

Jun 2027
State Examination

Leaving Certificate Science Subjects: Timeline: 2024/2025



01 **Sept - Jan 2024/25**
Full Day PLE 1 - Unifying Strand Day

02 **December 2024**
Guidelines to Support the AACs Published

03 **Jan - Apr 2025**
Full Day PLE 2* Subject Specific
- Biology
- Physics
- Chemistry

*Including PLE for teachers teaching 2 or 3 LC Science Subjects

04 **April 2025**
Sample Papers Published

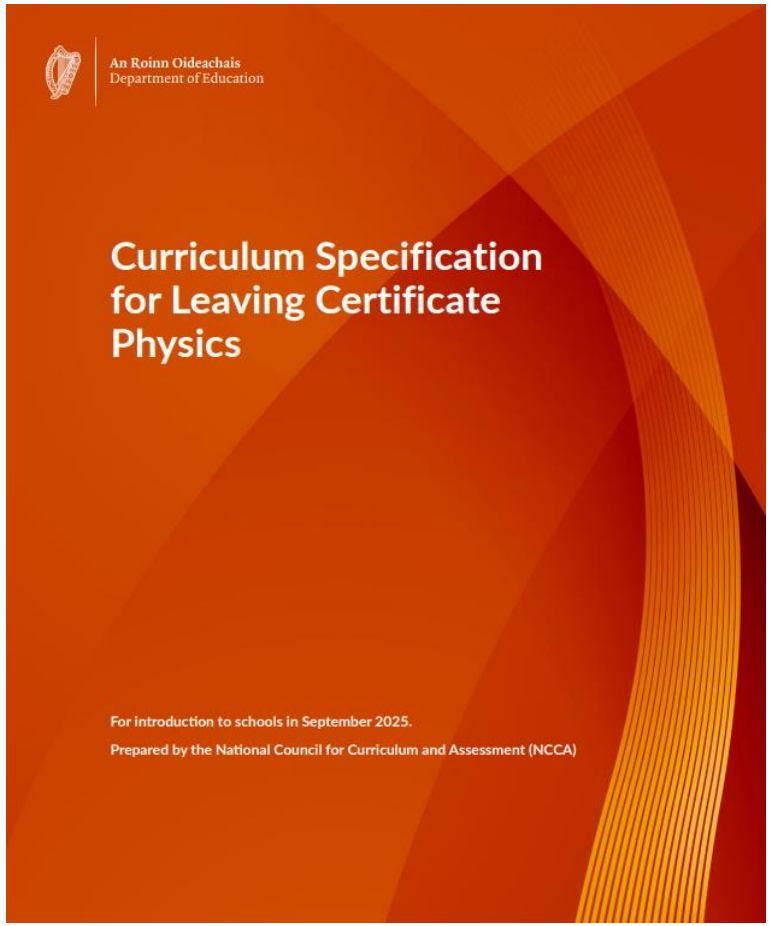
05 **April 2025**
PLE: Webinar #1

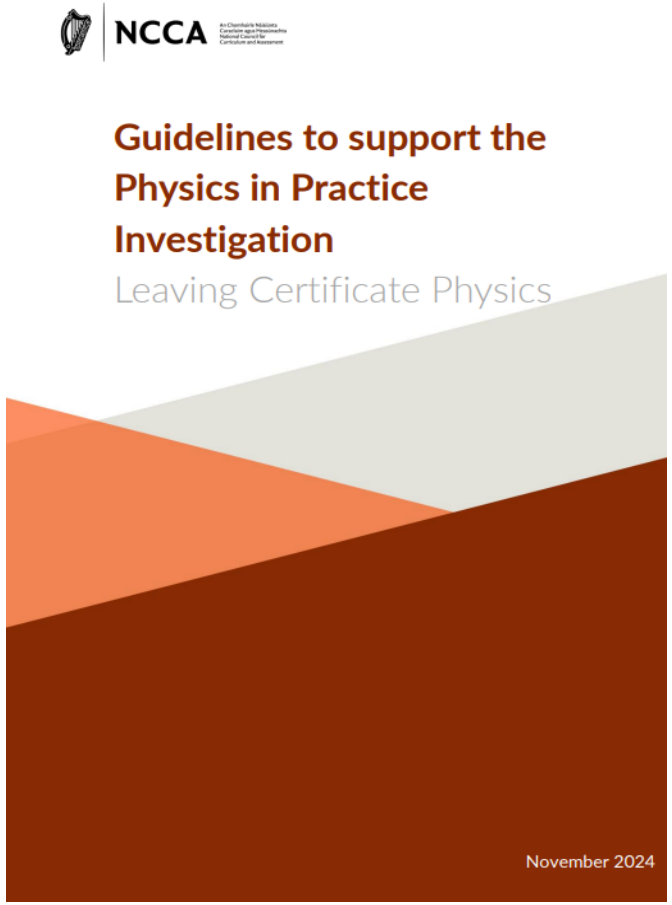
06 **May 2025**
PLE: Collaborative #1
- Biology
- Physics
- Chemistry

Full Day PLE | Collaborative | Webinar | Half Day PLE | SEC Publications | AAC Publications

Key Supporting Policy Documents

Physics Specification and Additional Assessment Component Guidelines





Senior Cycle Guiding Principles

'Senior cycle education cultivates learning and contributes to human flourishing. It recognises the whole person, contributing to students' growth and maturity, to their continuing intellectual, social and personal development and their overall health and wellbeing.'

(Senior Cycle Review Advisory Report, NCCA, 2022, pp. 21-24)

(Senior Cycle Biology,Chemistry and Physics specifications, p. 2)

Senior Cycle Guiding Principles

Senior Cycle Guiding Principles
Wellbeing and relationships
Inclusive education and diversity
Challenge, engagement and creativity
Learning to learn, learning for life
Choice and flexibility
Continuity and transitions
Participation and citizenship
Learning environments and partnerships

(Senior Cycle Biology,Chemistry and Physics specifications, p. 2)

The Aims of Leaving Certificate Physics

- to build knowledge and understanding of specified core concepts and fundamental principles of physics
- to develop the skills, values and dispositions needed to apply this knowledge to explain, analyse, solve problems and predict events in a variety of systems and interactions in the physical world
- to demonstrate inquiry and practical skills consistent with the principles and practices of physics
- understand how society and science are interwoven, the everyday relevance and the ethical implications of physics.

Physics Specification, pg. 4

Key Messages for today:

Consider the implementation the **new Physics specification**, and explore student-centred approaches to teaching, learning, and assessment

Consider **the use of action verbs** and - with a focus on modelling and reflecting on how this may affect teaching, learning and assessment in the Physics classroom

Building on PLE Day 1, continue the process of **developing a scheme of work**, ensuring access, support, and challenge for all students

By the end of today, you will have:

- explored various learning outcomes of the physics specification
- considered the importance of Action Verbs in the teaching of the specification
- reflected on approaches to teaching and learning which address sequencing, overlapping and interleaving concepts.

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

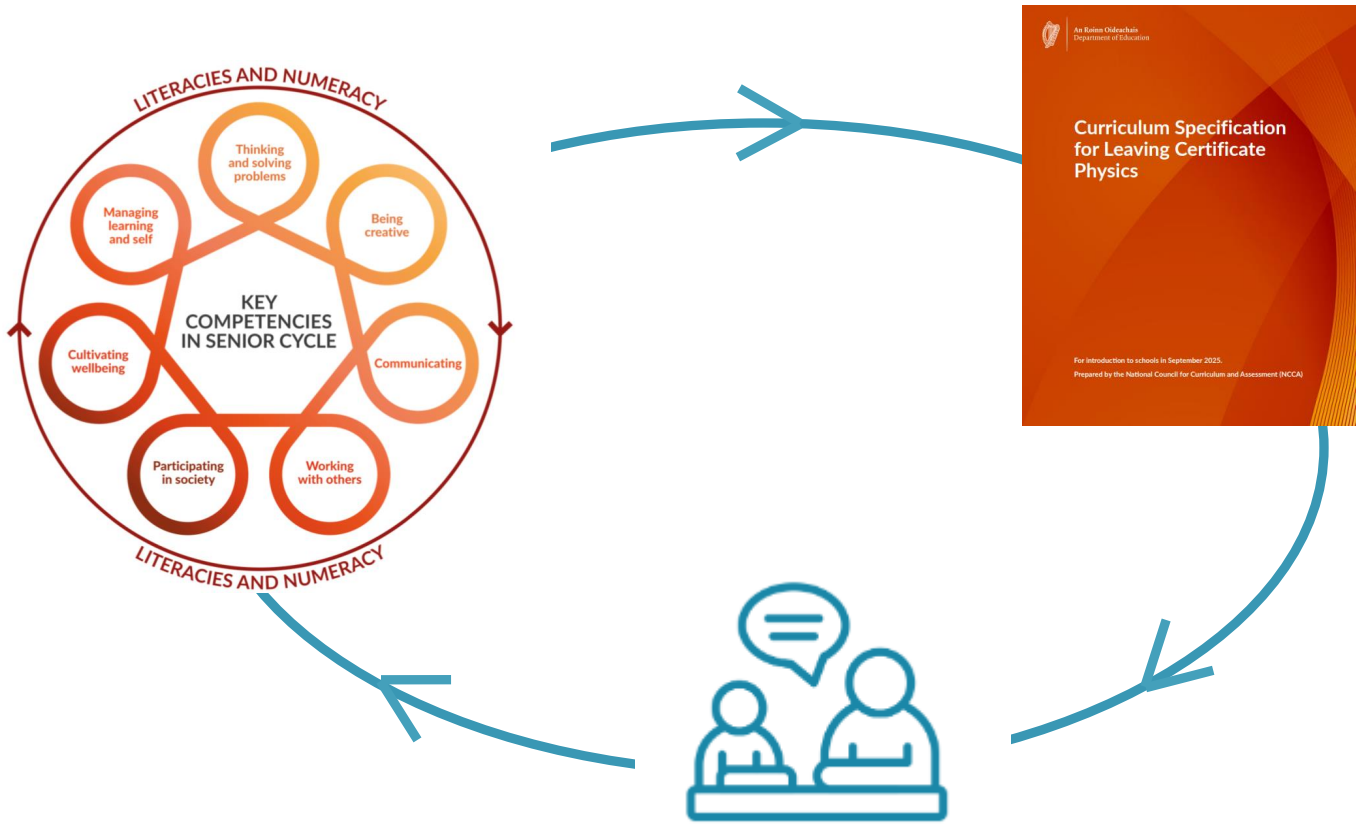
Session 1:
Our Shared Understanding of the Physics Specification

Key Competencies and the Physics Specification

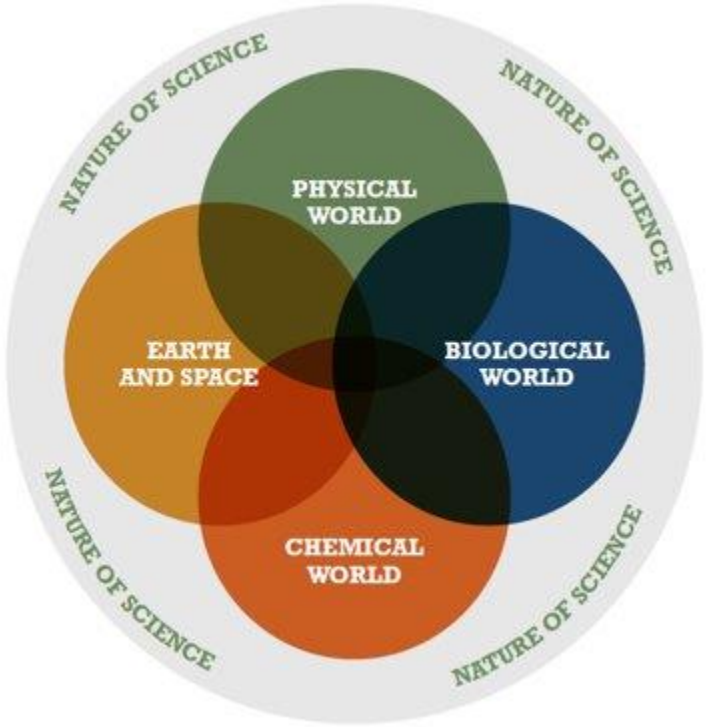
"… it is vital to recognise that key competencies and subject or module learning are developed in an integrated way. By design, key competencies are integrated across the rationale, aims, learning outcomes and assessment sections of specifications."

(Physics Specification, p.6)

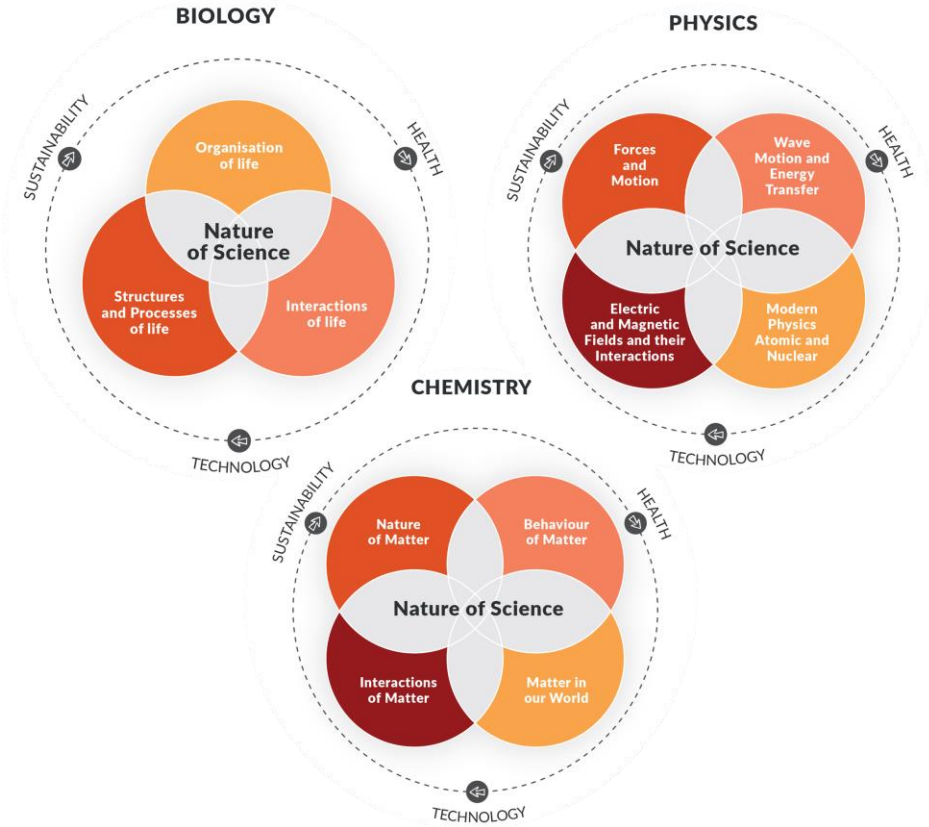
Key Competencies and the Physics Specification



Recap from day 1: Nature of Science

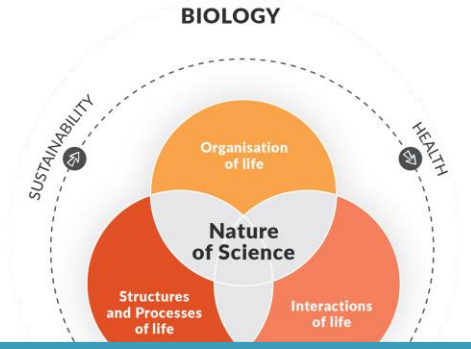


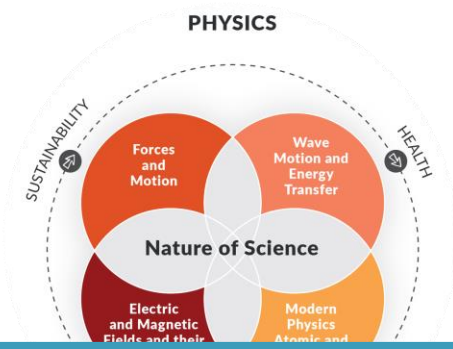
Junior Cycle Science Specification, 2015, p.10



Biology, Chemistry and Physics Specifications, 2024

Recap from day 1: Nature of Science





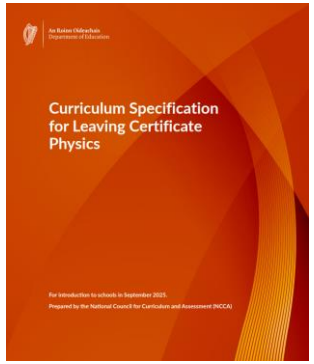
"In senior cycle it is expected that students will be able to meet these learning outcomes with a greater degree of independence"

(Physics Specification, 2024, p.12)

Junior Cycle Science Specification, 2015, p.10

Biology, Chemistry and Physics Specifications, 2024

Overview of Physics Specification



LC Physics Specifications, p.10

Overview of Physics Specification

specific areas that **students learn about**. (SLA)

….describes the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning

Taken together, these provide clarity and coherence with the other sections of the specification.

Physics, p 11

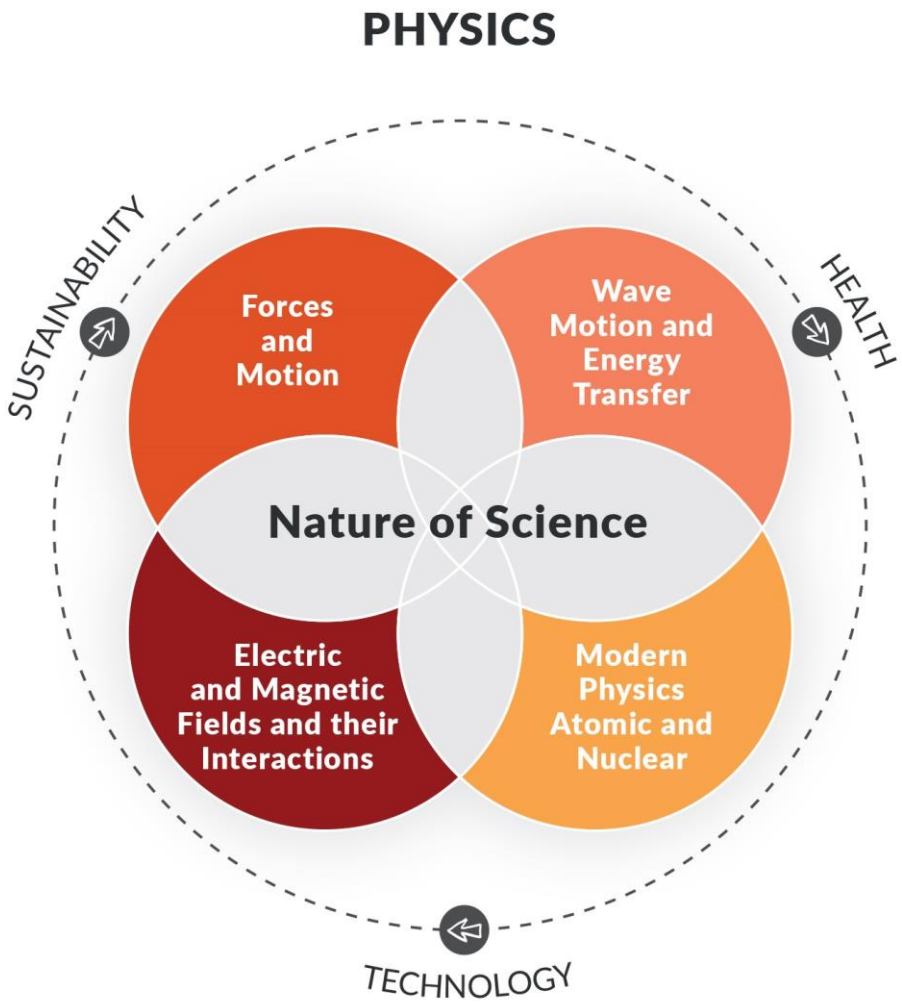
Key Messages from day 1

Through engagement with the learning outcomes set out in the Leaving Certificate science specifications, students will develop **key competencies** that they can apply to various tasks, contexts, situations and events.

With their **student-centred design** and emphasis on scientific investigations, the Leaving Certificate science specifications accommodate a variety of learning, teaching and assessment methods, to meet the needs of all learners.

When planning for learning, teaching and assessment, teachers provide opportunities for students to engage with the **scientific practices set out in the unifying strand.**

Looking at the Contextual Strands



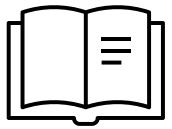
timer

Engage with contextual strands

Form an expert group for each strand

Share insights

Personal Reflection



Take a moment or two to jot down any thoughts or ideas, that you find relevant or useful to you

Tea/Coffee Break

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Session 2

A focus on Action Verbs in the Physics Specification

Key Messages for today:

Consider the implementation the **new Physics specification**, and explore student-centred approaches to teaching, learning, and assessment

Consider **the use of action verbs** and **-** with a focus on modelling **-** reflect on how this may affect teaching, learning and assessment

Begin the process of **developing a scheme of work**, ensuring access, support, and challenge for all students

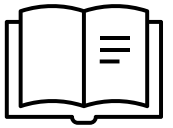
By the end of this session you will have:

an increased awareness and understanding of

- the importance of action verbs in learning outcomes in relation to teaching, learning and assessment
- the use of modelling in physics
- the use of modelling in teaching, learning and assessment

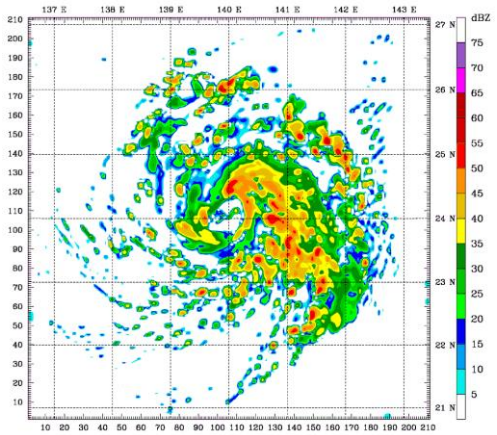
Model, Modelling in Physics

What do you understand by the verb ‘to model’

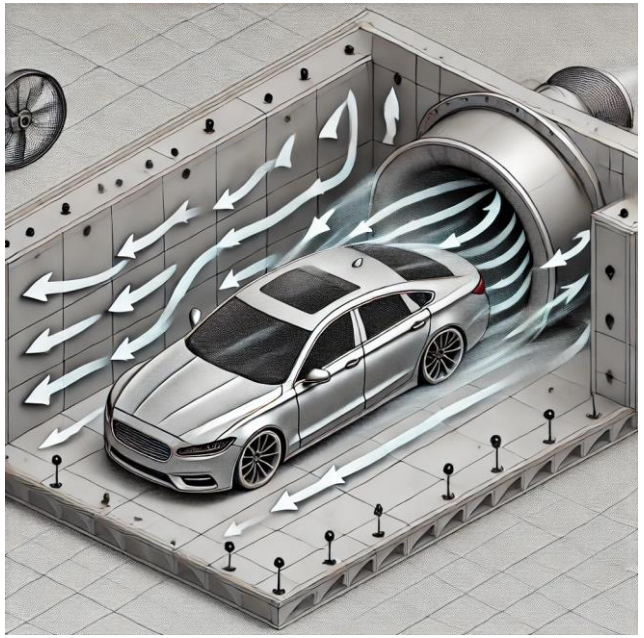


Modelling in Physics

Are these valid examples of modelling, as the word is used in physics?



Creative commons: About Baipin | Flickr

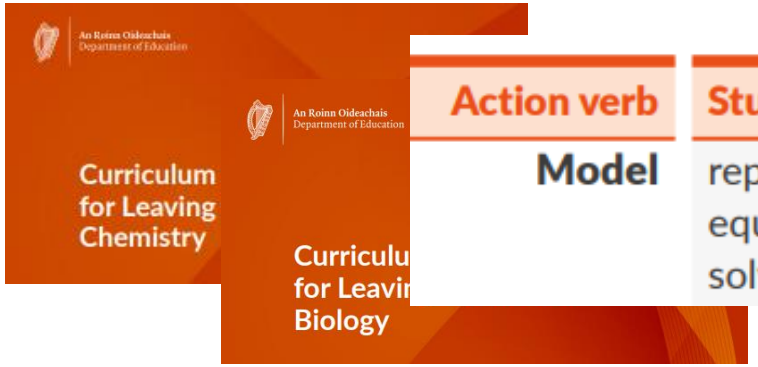


Wind tunnel: chatgpt AI image:

(What do you notice?)

Creative commons
Typhoon Mawar 2005 computer simulation thumbnail.gif

Model, Modelling in the Biology, Chemistry and Physics Specifications



Action verb	Students should be able to
Model	represent an idea, structure, process or system through a variety of means such as words, diagrams, equations, physical models or simulations; use models to describe, explain, make predictions and solve problems, recognising that all models have limitations

Action verb	Students should be able to
Model	make justified predictions, describe phenomena and solve problems using words/diagrams/ numbers/graphs/equations as appropriate

Modelling: examples

R-number, as used for infectious diseases such as covid

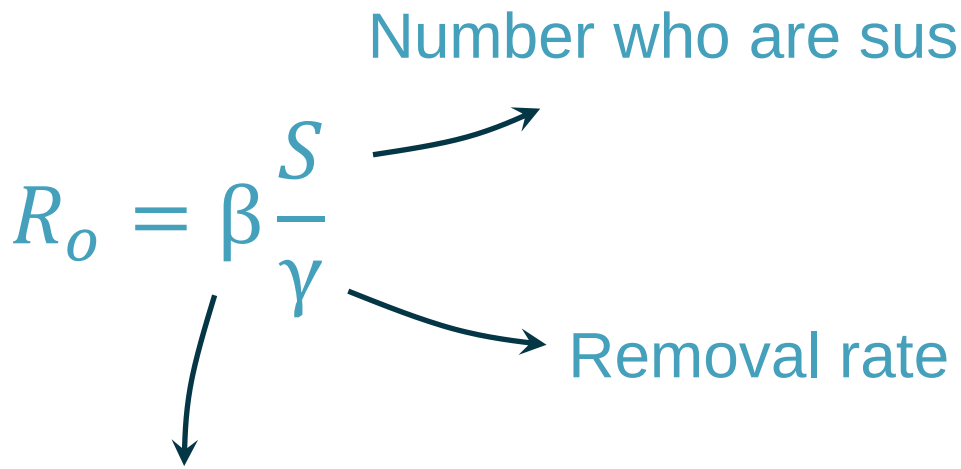
R is the average number of people to whom that one infected person will pass on a virus.

$$R_o = \frac{no.of\ new\ infections}{no.of\ original\ infections}$$

https://www.bbc.com/news/health-52473523

Modelling: examples

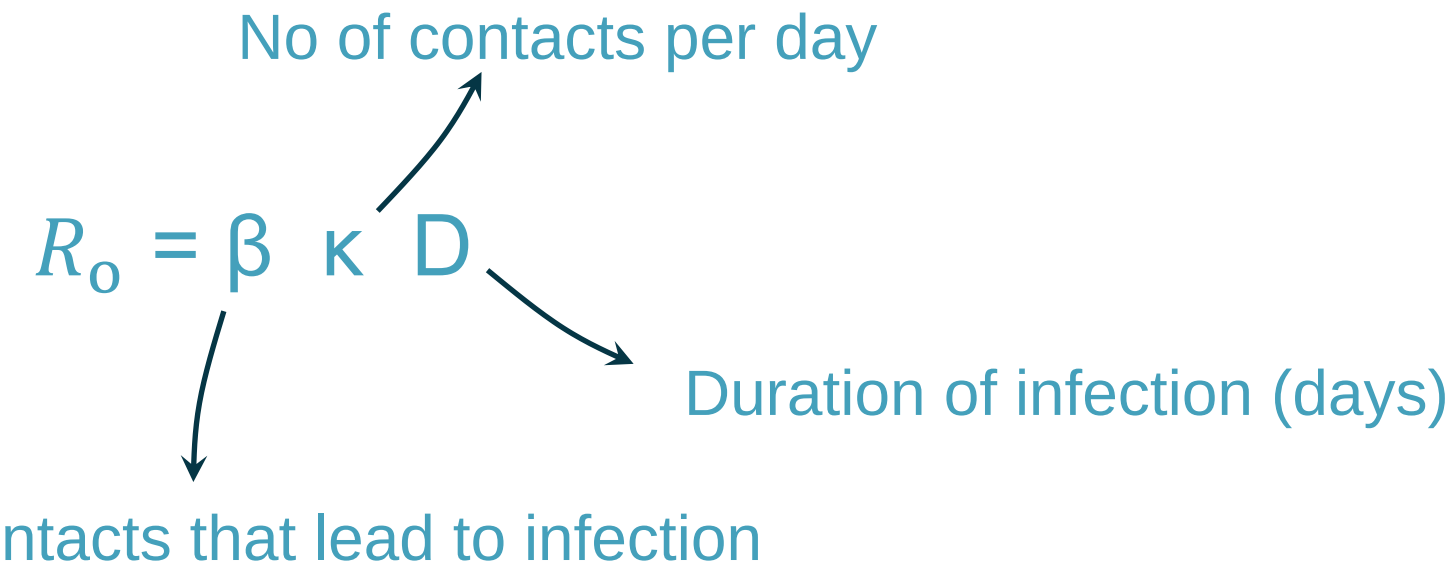
…but also



https://www.cebm.net/covid-19

Model, Modelling: examples

…and also:



https://www.comap.com/

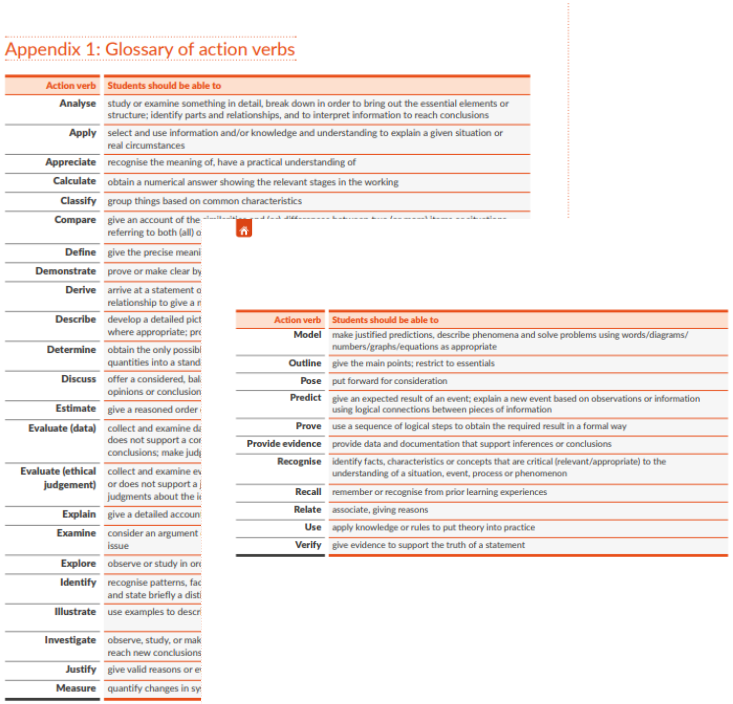
Model, Modelling: examples

models

- are simplified representations of complex systems or phenomena with underlying assumptions
- can predict the behaviour of a system/phenomenon
- can be modified as more data becomes available from the system/phenomenon

(Physics, Unifying Strand, 2024, p. 13)

Action Verbs in the Physics Specification



Appendix 1: Glossary of action verbs

Action verb	Students should be able to
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appreciate	recognise the meaning of, have a practical understanding of
Calculate	obtain a numerical answer showing the relevant stages in the working
Classify	group things based on common characteristics
Compare	give an account of the
	referring to both (all) o
Define	give the precise meani
Demonstrate	prove or make clear by
Derive	arrive at a statement o
	relationship to give a r
Describe	develop a detailed pict
	where appropriate; pr
Determine	obtain the only possibl
	quantities into a stand
Discuss	offer a considered, bal
	opinions or conclusion
Estimate	give a reasoned order
Evaluate (data)	collect and examine da
	does not support a co
	conclusions; make judg
Evaluate (ethical judgement)	collect and examine ev
	or does not support a
	judgments about the i
Explain	give a detailed accoun
Examine	consider an argument
	issue
Explore	observe or study in or
Identify	recognise patterns, fac
	and state briefly a dist
Illustrate	use examples to descr
Investigate	observe, study, or mak
	reach new conclusions
Justify	give valid reasons or e
Measure	quantify changes in sy

Action verb	Students should be able to
Model	make justified predictions, describe phenomena and solve problems using words/diagrams/ numbers/graphs/equations as appropriate
Outline	give the main points; restrict to essentials
Pose	put forward for consideration
Predict	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
Prove	use a sequence of logical steps to obtain the required result in a formal way
Provide evidence	provide data and documentation that support inferences or conclusions
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Recall	remember or recognise from prior learning experiences
Relate	associate, giving reasons
Use	apply knowledge or rules to put theory into practice
Verify	give evidence to support the truth of a statement

All learning outcomes are expressed in terms of Action Verbs

Each specification ends with a glossary of Action Verbs

Action Verbs in the Physics Specification

3.3. Electric circuits

- electric potential and current, work, power, potential difference, voltage and emf
  - $I = \frac{q}{t}$
  - $V = \frac{W}{q}$
  - $W = I^2Rt$
  - $P = I^2R$
  - $P = VI$
- series and parallel circuits
- safety in mains electricity: earthing, MCBs and RCDs

1. model
   - the relationship between current and charge
   - the relationship between work, charge and potential difference
   - the relationship between electric current, conventional current, power and resistance
   - series and parallel circuits
   - the rate of conversion of electrical energy in components of electric circuits
   - fuses and circuit breakers

Action Verbs in the Physics Specification

- doping; n type, p type and p-n junction, depletion layer
- transistors as switches
- circuit components: voltage source, switch, light bulb, resistor, variable resister, ammeter, voltmeter, ohm meter, diode, LDR, LED, thermistor, transistor
- resistance and resistivity
  - Ohm's law $V = IR$
  - $R = \rho \frac{1}{A}$

2. investigate the use of semi-conductors in real-world applications using secondary sources

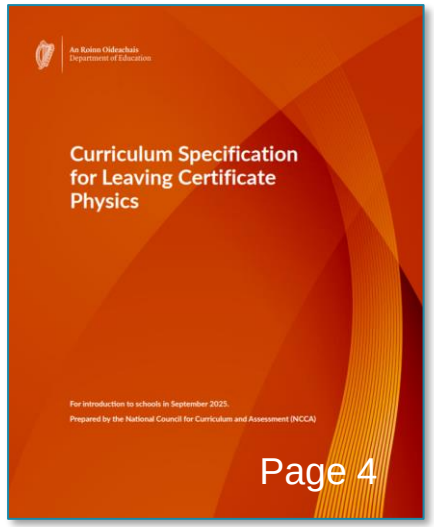
3. model the relationship between current flowing through and the voltage across a diode in forward and reverse bias using primary and secondary data

4. verify the relationship between current flowing through and the voltage across an ohmic conductor using primary and secondary data

Investigating in the Physics Classroom

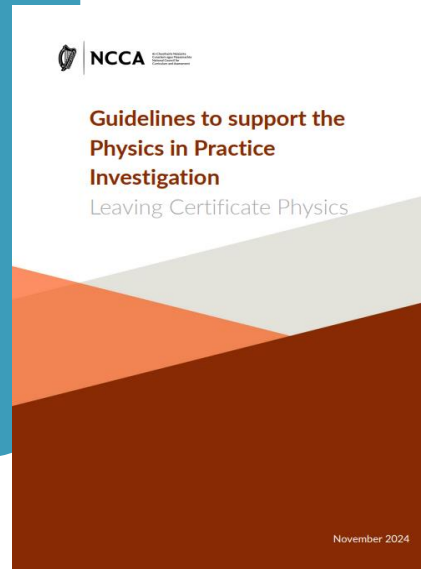
Leaving Certificate science education provides a means by which students can investigate the natural world to foster an evidence-based understanding of how it works.

Leaving Certificate Biology, Chemistry, Physics aims to empower students to: *'demonstrate inquiry and practical skills consistent with the principles and practices of Biology, Chemistry and Physics'*



Investigating in the Physics Classroom

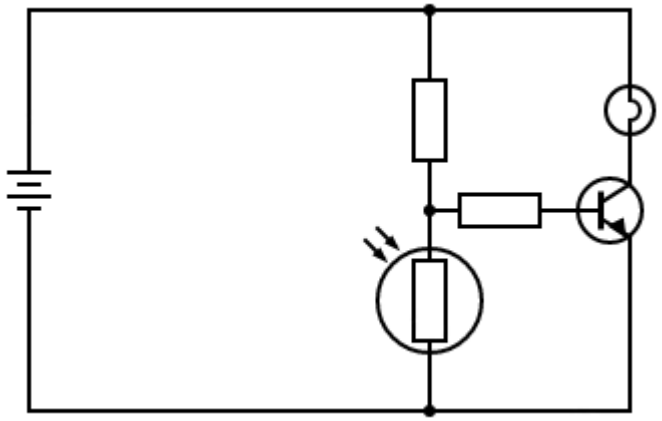
Students are encouraged to work like scientists, with a focus on outlining assumptions and decisions made during each stage, and to explain how these assumptions and decisions impact on reliability, validity, accuracy, precision, error, fairness, safety and integrity



(Guidelines to support Physics in Practice Investigation, p. 5)

Investigating in the Physics Classroom

Which circuit represents a street-light system?



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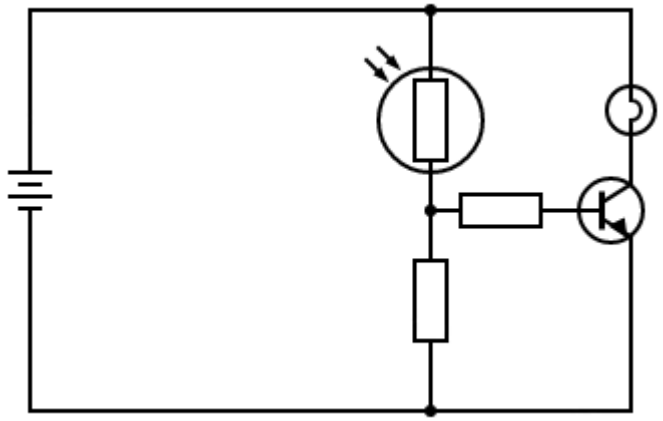


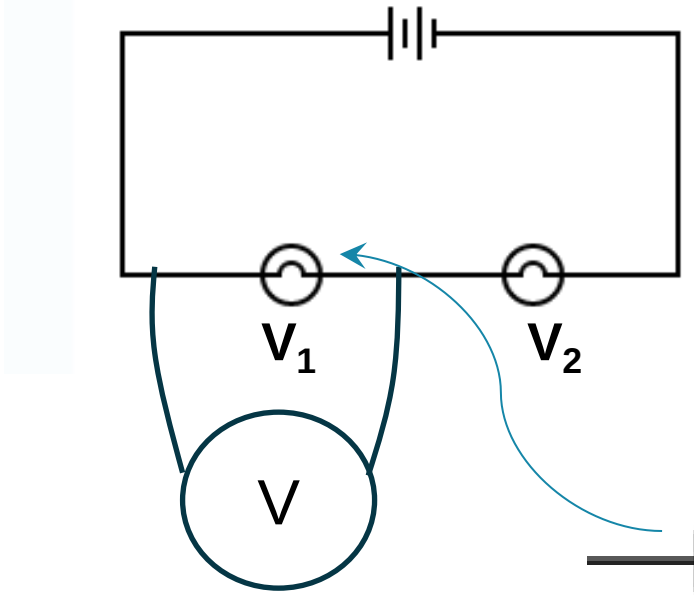
B

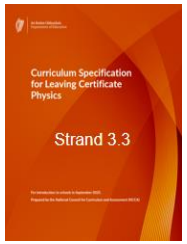
www.circuit-diagram.org

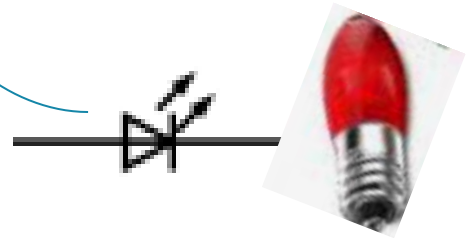
Investigating in the Physics Classroom

Investigate these circuits, considering:

- the rate of conversion of electrical energy in components of electric circuits (3.3.1)
- resistances in series and parallel in electrical circuits using primary and secondary data (3.3.7)





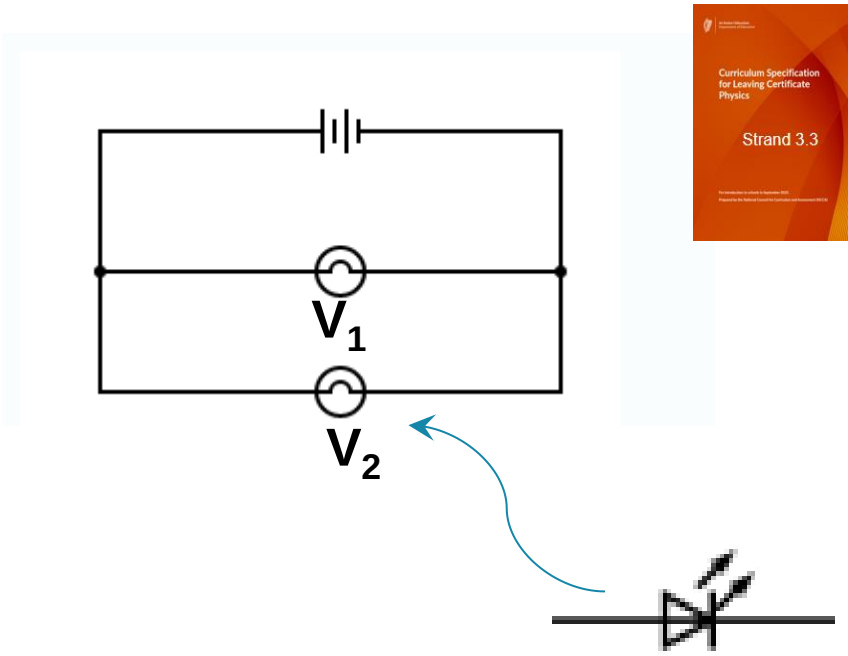


LED: Light emitting Diode

Investigating in the Physics Classroom

Investigate these circuits, considering:

- the rate of conversion of electrical energy in components of electric circuits (3.3.1)
- resistances in series and parallel in electrical circuits using primary and secondary data (3.3.7)



LED: Light emitting Diode

Investigation: Sensor Board

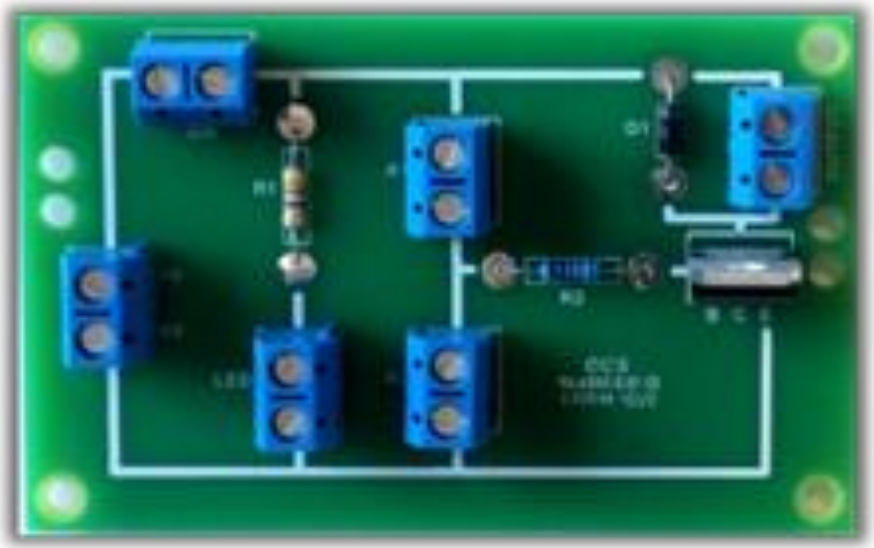
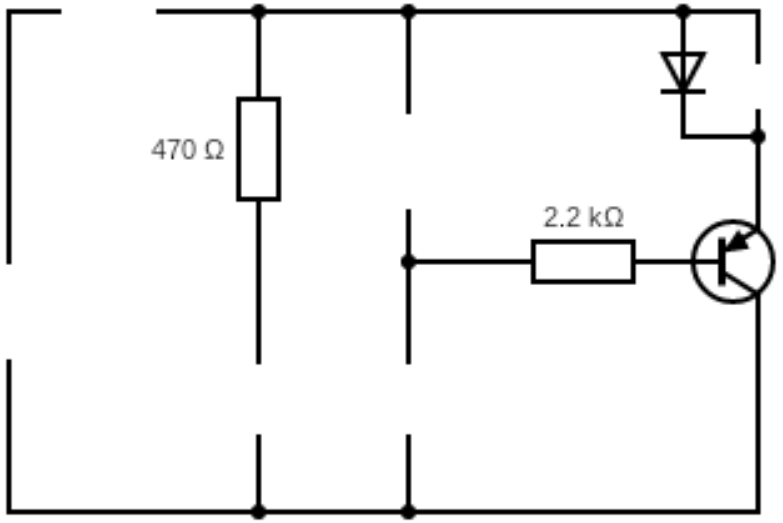


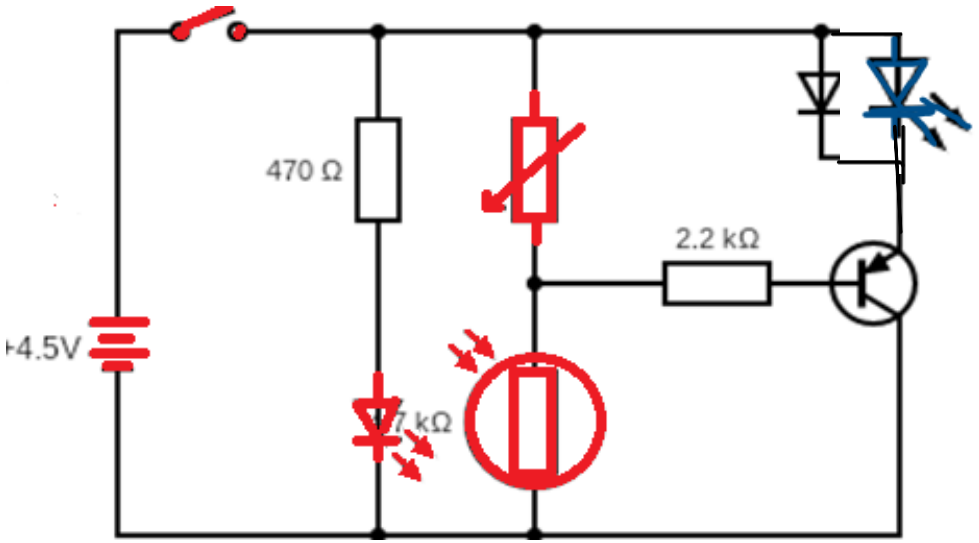
photo
printed circuit board (pcb)

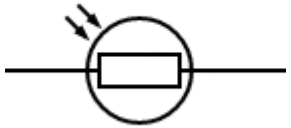


circuit diagram

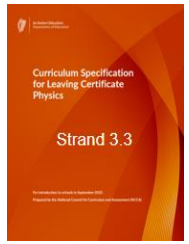
Designed by the Oide Applied Technology team

Investigation: Sensor Board





LDR: Light dependent resistor



Complete this circuit

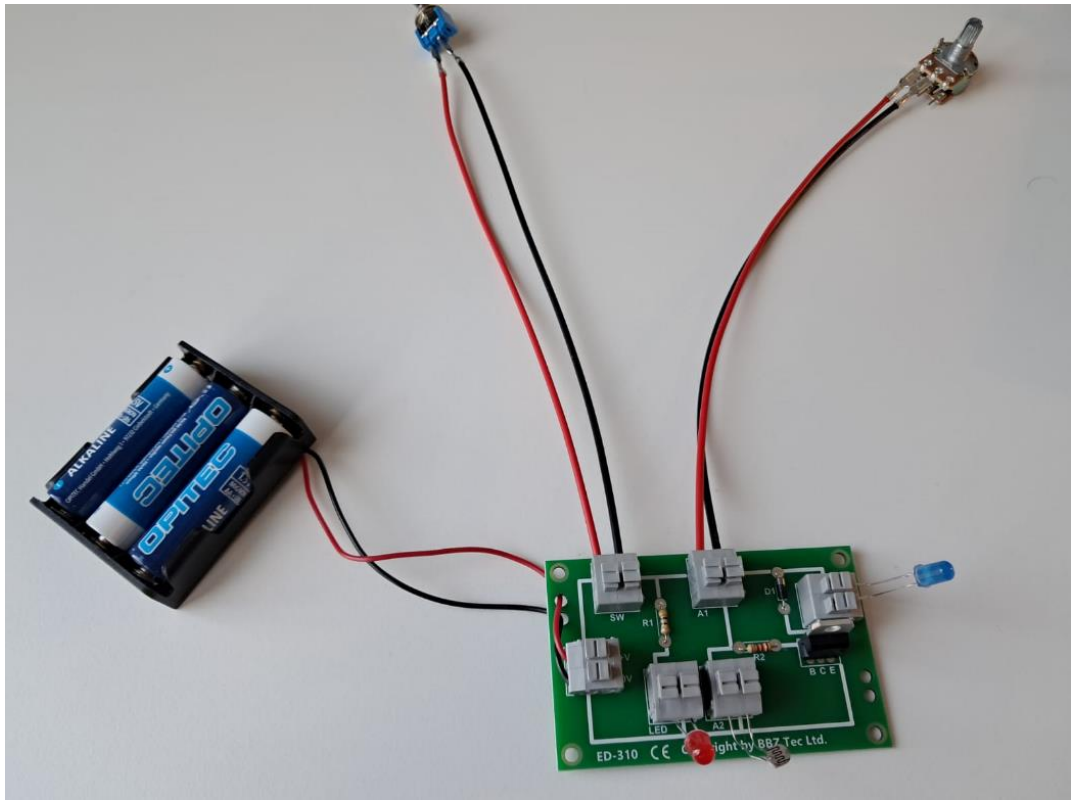
Move your hand over the LDR

What do you notice?

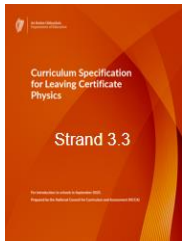
Vary the resistance

What do you deduce?

Investigation: Sensor Board



LDR: Light dependent resistor



Complete this circuit

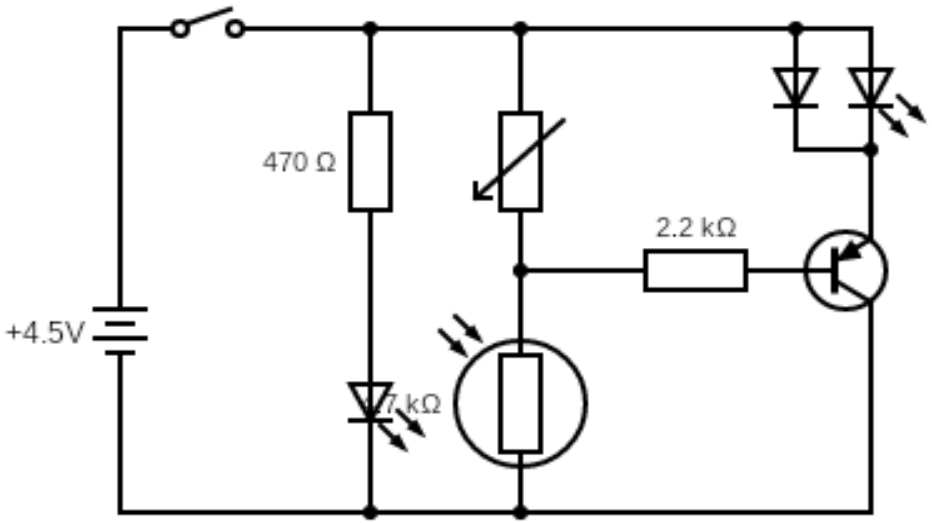
Move your hand over the LDR

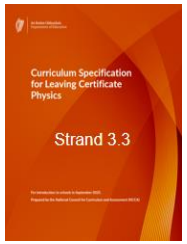
What do you notice?

Vary the resistance

What do you deduce?

Investigation: Sensor Board

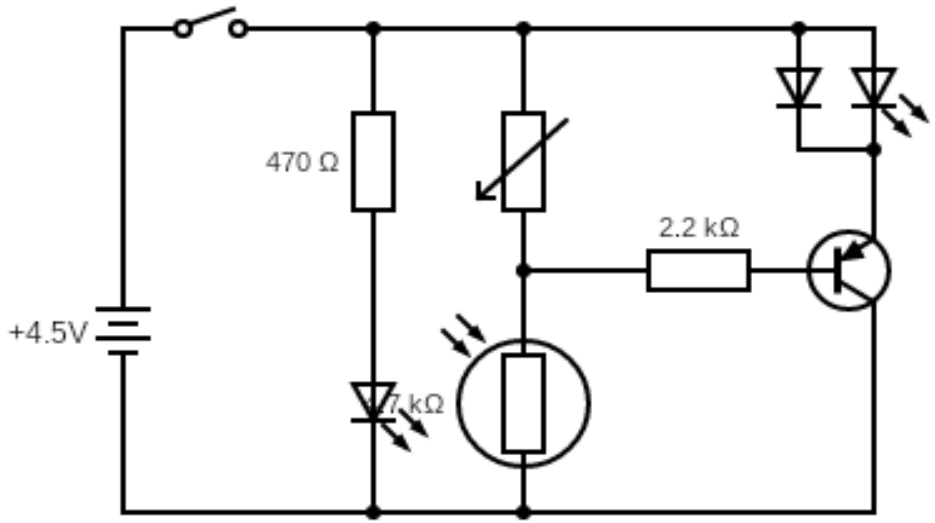




Measure the voltage across the output…

- When the LDR is in the dark
- When the LDR is in the light

Investigation: Sensor Board

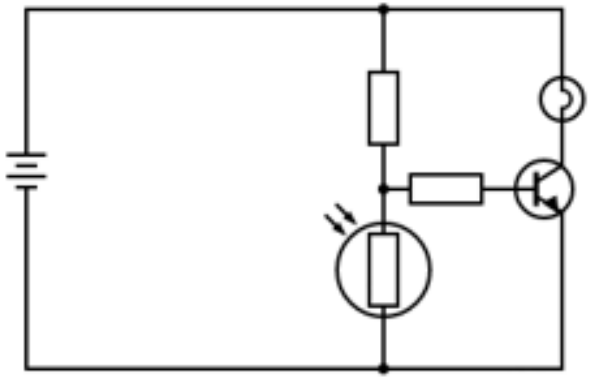


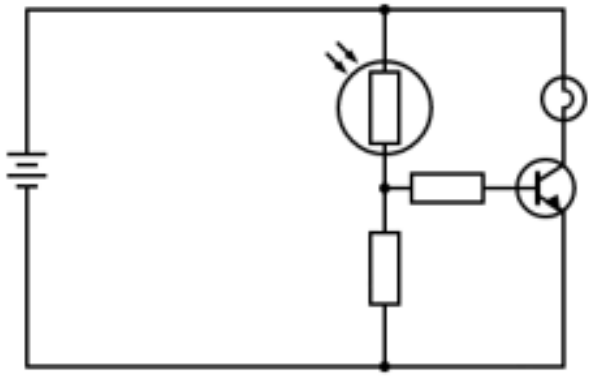
Investigate

- Various outputs
- Various sensors

Investigation

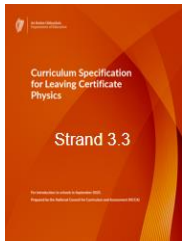
Which circuit represents a street light?
When could the other circuit be used?





A: light comes on when dark

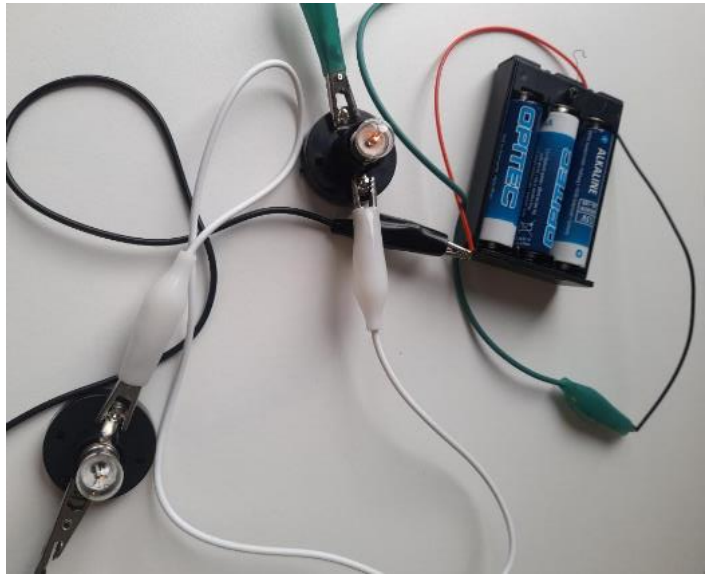
B: light comes on when bright



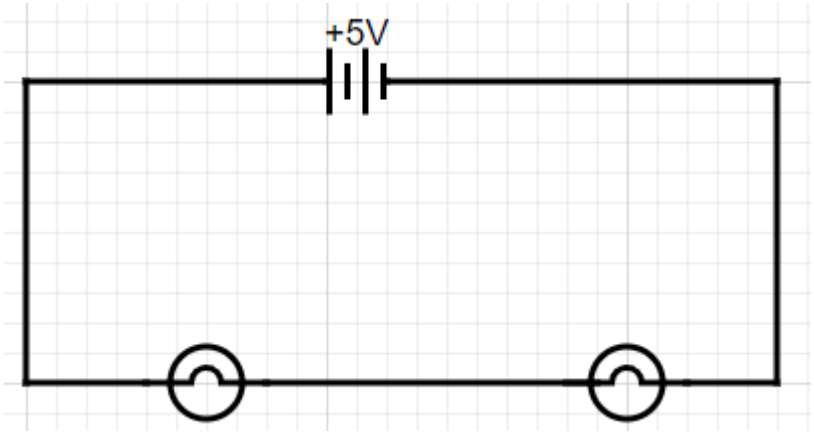
Investigate observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

Electric Circuits

In which ways can we model series and parallel circuits?



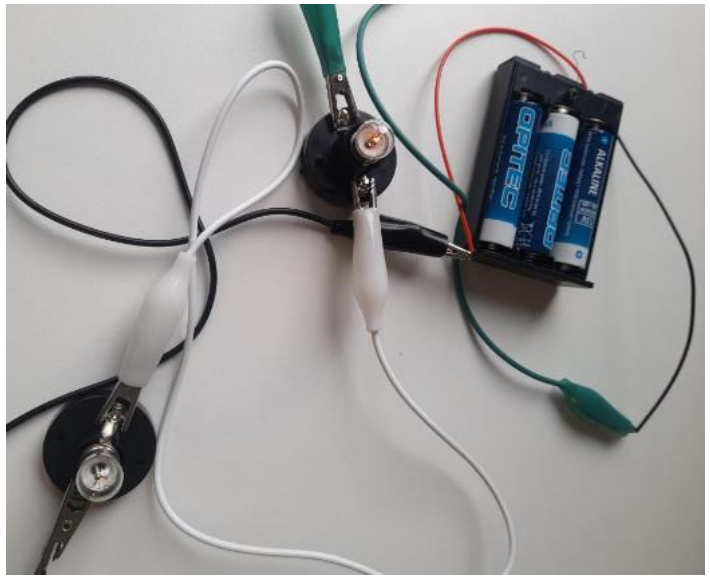
The reality…..



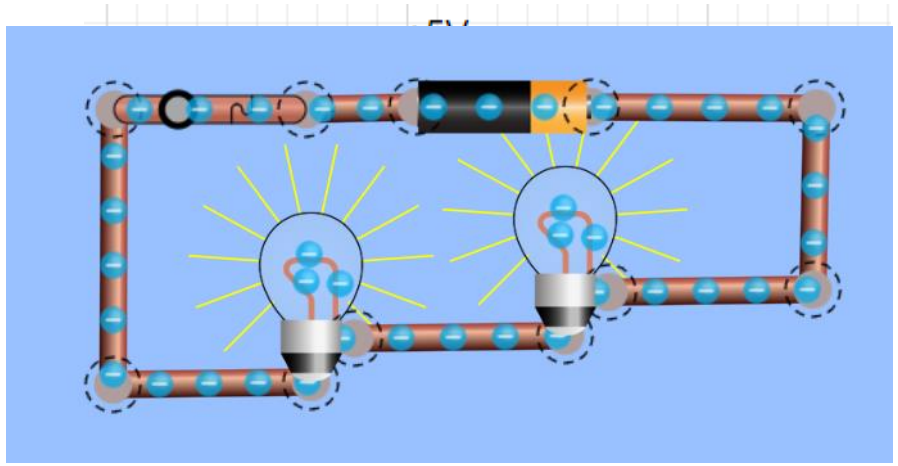
A model

Electric Circuits

In which ways can we model series and parallel circuits?



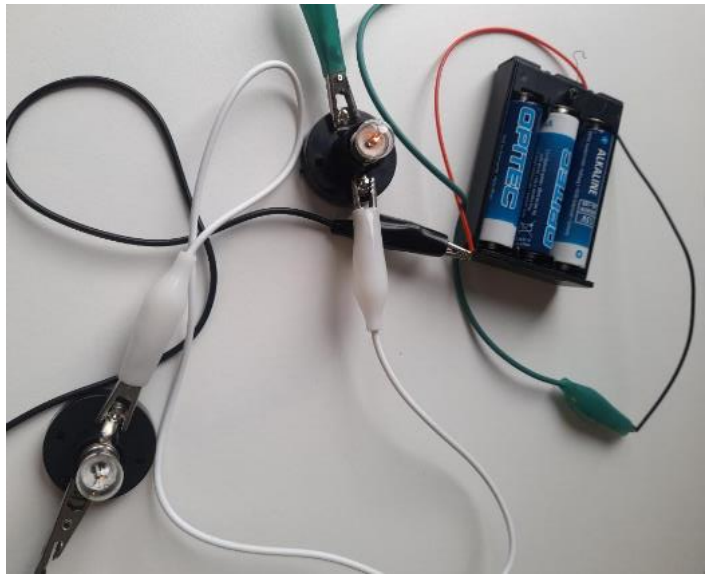
The reality…..



A model

Models to match our circuits

In which ways can we model series and parallel circuits?



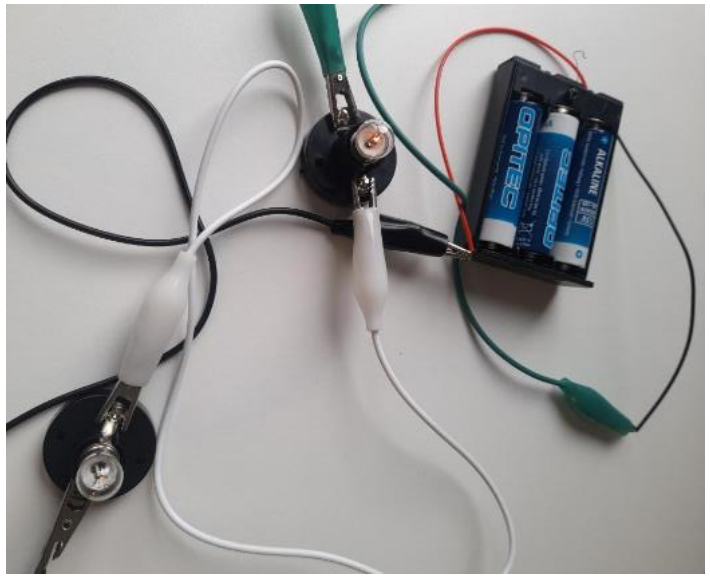
The reality…..

- $I = \frac{q}{t}$
- $V = \frac{w}{q}$
- $W = I^2Rt$
- $P = I^2R$
- $P = VI$

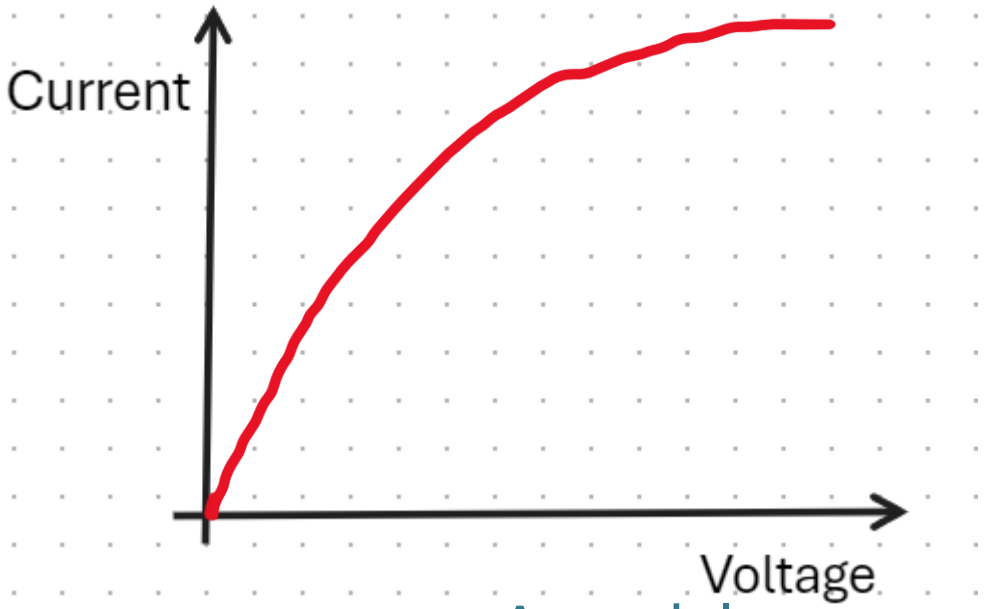
A model

Models to match our circuits

In which ways can we model series and parallel circuits?



The reality…..



A model

Action Verbs

"Modelling is at the heart of what physicists do. Therefore, it is important that students learn to verify established models and to use words, diagrams, numbers, graphs and equations, where appropriate, to simplify complex systems, explain phenomena, make justified predictions and to provide justified solutions to problems."

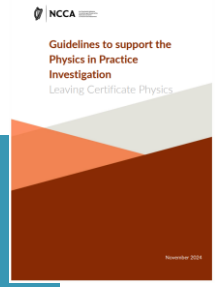
"Scientific practices are best learned by doing, and in planning for teaching and learning, teachers should provide ample opportunity for students to engage with the scientific practices set out in a unifying strand."

(Physics Specification, teaching for Student Learning, p.29)

Action Verbs in the Physics Specification

Students learn about	Students should be able to
• non-ohmic conductors: filament bulb, diode	5. investigate the relationship between current flowing through and the voltage across non-ohmic conductors using primary and secondary data
• conservation of charge and energy in a circuit • $R = R_1 + R_2 + R_3 \ldots\ldots$ • $\frac{1}{R} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3} \ldots\ldots$	7. model resistances in series and parallel in electrical circuits using primary and secondary data 8. **derive** and use the formulae for resistors in series and parallel

Investigations



For the teacher, an initial exploration of the Investigation Brief can help inform planning for the coming year by identifying learning outcomes that relate to the context and physical phenomenon contained in the brief. In addition, opportunities to highlight relevant issues may be pinpointed in their plan as well as opportunities to point out to students how planned experimental and research activities relate to the brief.

AAC Guidelines 2024

Reflection

Which other learning outcomes could be addressed by these activities?

How does engagement with the action verbs affect teaching and learning in your physics classroom?

Thinking back to day 1, can you see the connections with:

- the unifying strand
- teaching and learning
- key competencies

Lunch

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Session 3

Planning….

Key Messages for today:

Consider the implementation the **new Physics specification**, and explore student-centred approaches to teaching, learning, and assessment

Consider **the use of action verbs** and **-** with a focus on modelling **-** reflect on how this may affect teaching, learning and assessment

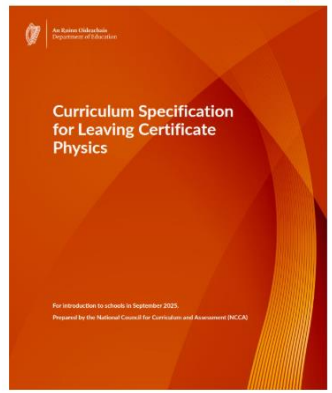
Begin the process of **developing a scheme of work**, ensuring access, support, and challenge for all students

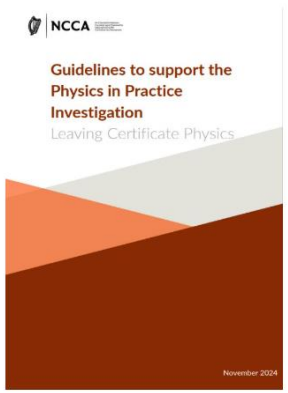
By the end of this session you will have:

Discussed/reflected on key learning from student engagement to inform your content and pedagogical planning

Determined the need for allowing sufficient scope for change while developing a subject plan

Worked in groups to produce a unit of learning for autumn 2024





Recall Day 1: Planning

In your departments consider the following:

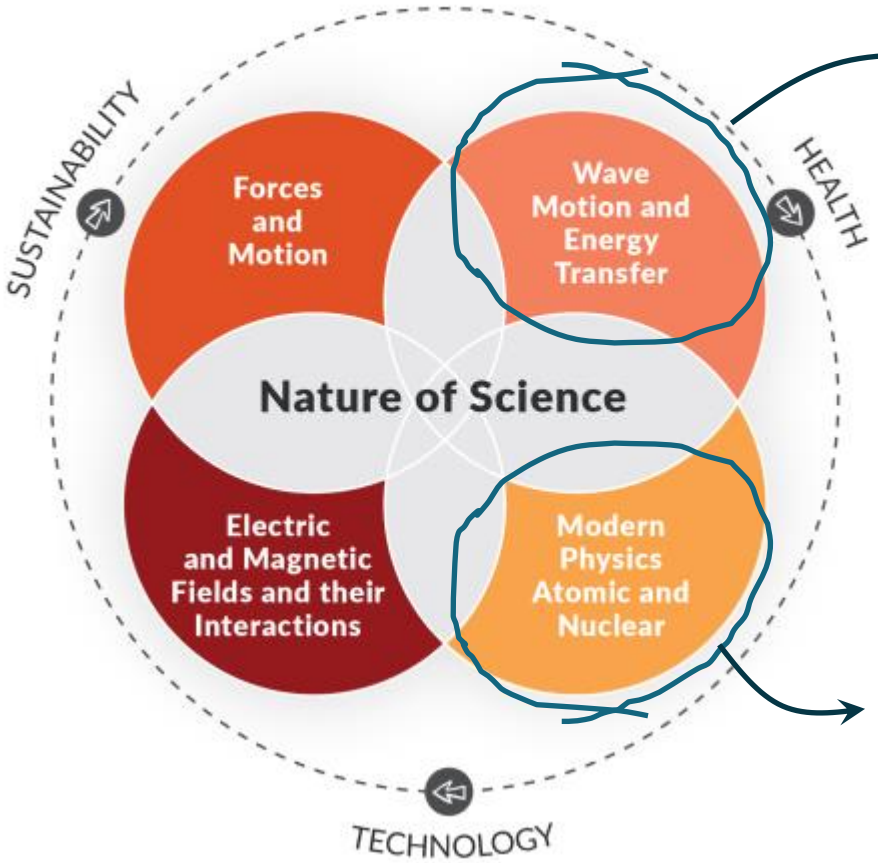
A consistent and collaborative approach to teaching elements of the unifying strand to support students who may be engaging in more than one leaving certificate science subject

Opportunities to foster the development of scientific practices as students progress from Junior Cycle to Senior Cycle

The incremental development of scientific practices over time.

Developing a Unit of Learning

Consider these topics:



- Wave characteristics
- Wave Behaviour (reflection, refraction)
- Optics (lenses)
- Electromagnetic Spectrum
- Sound Energy
- Superposition of Waves, Standing Waves
- Wave Nature of Light, Sound
- Wave Effects (e.g. Doppler Effect)

- Photoelectric Effect (Wave-Particle Duality)
- Models of the Atom
- Emission Spectra

Waves: a theme-based approach

What would be the pros and cons of this approach?

- 2.2 Travelling Waves as ….. (waves intro)
- 2.3 Wave Behaviour….. (optics)
- 2.4 Electromagnetic Energy ….(em spectrum)
- 2.5 Sound Energy
- 2.6 Principle of Superposition…
- 2.7 Wave Effects (Doppler Effect)

Or…..

Waves: a theme-based approach

What would be the pros and cons of this approach?

- 2.3 Wave Behaviour….. (optics)
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Or…..

Waves: a theme-based approach

What would be the pros and cons of this approach?

- 2.3 Wave Behaviour….. (optics)
- 2.2 Travelling Waves as ….. (waves intro)
- 2.6 Principle of Superposition… (Young etc.)
- 2.4 Electromagnetic Energy ….(em spectrum)
- 2.5 Sound Energy
- 2.6 Principle of Superposition… (stn waves)
- 2.7 Wave Effects (Doppler Effect)

Or…..

Waves: a theme-based approach

What would be the pros and cons of this approach?

- 2.3 Wave Behaviour….. (optics)
- 2.2 Travelling Waves as ….. (waves intro)
- 2.6 Principle of Superposition… (Young etc.)
- 2.4 Electromagnetic Energy ….(em spectrum)
- 4.2 Photoelectric emission….(wave-particle…)

Sequencing of Topics within a Theme

What challenges does this create for teachers?

What challenges does this create for students?

What opportunities does it create?

Planning in Leaving Certificate Physics

What issues do you have to consider when planning?

How might you plan the work across the two years of senior cycle?

How might you plan for collecting primary data, and for the unifying strand?

How might you adapt to the requirements for the AAC?

Would you return to topics more than once?

Do you favour some topics over others?

Flexible Planning for Leaving Certificate Physics

For the teacher, an initial exploration of the Investigation Brief can help inform planning for the coming year by identifying learning outcomes that relate to the context and physical phenomenon contained in the brief.

AAC Guidelines, NCCA 2024

Flexible Planning for Leaving Certificate Physics

A Good Plan…

- can be simple and straightforward
- is flexible, not rigid.
- allows for development over time

Principle of Flexibility

Though a plan is prepared after reflective thinking, this still allows a departure to be made in the course of its operation.

‘Helicopter view’ of Physics planning

External variables

AAC

Collaborative Meetings

Cross-curricular

Co-curricular Activities

Adaptiveness & Flexibility

Inclusion

Strands

Content & Links

Students' knowledge

Physics Modelling

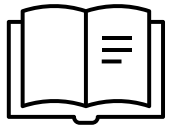
Resources & Materials

T&L Approaches

Assessment

Time-lines

Planning for Leaving Certificate Physics



Construct a draft Skeleton Plan for the two years of Senior Cycle

Share your thoughts

Getting started: Unit of Learning

How will you begin with 5th year students?

Some points to consider:

- What learning outcomes will we include?
- What prior knowledge should students have?
- What other strands will this link to?
- What primary data must be collected?
- How to address cross-cutting themes
- How many lessons would we anticipate a topic will require?
- What flexibility do I need?

Key Messages when using AI
Príomhtheachtaireachtaí

Oide

Thoughtful consideration of ethical implications, such as bias, privacy, and accessibility, is critical when incorporating AI into education.

AI tools enable the creation of diverse, accessible content formats that engage students, support exploration, and allow varied forms of expression.

AI can support teachers create more inclusive and equitable learning environments that cater to diverse learner needs.

AI enhances teaching by providing students with more choices, supporting teachers with meaningful interactions and differentiated instruction aligned with UDL principles.

AI: Critical Analysis and Limitations

Bias: c… human

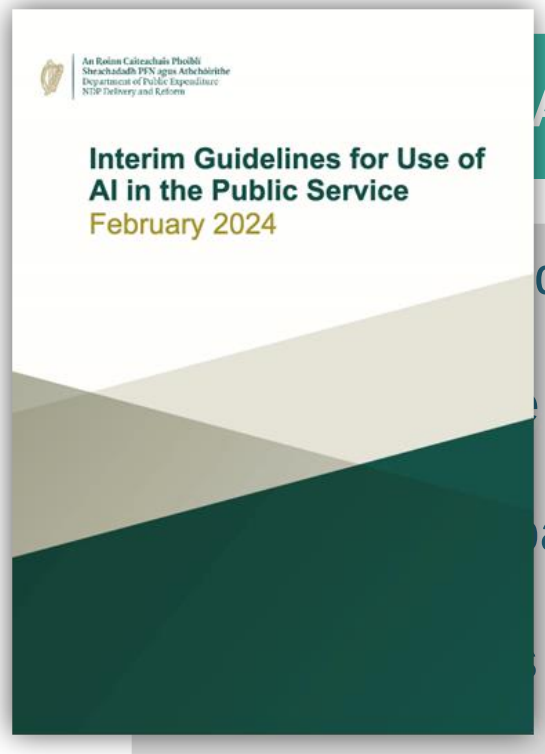
Halluci…

Explain…

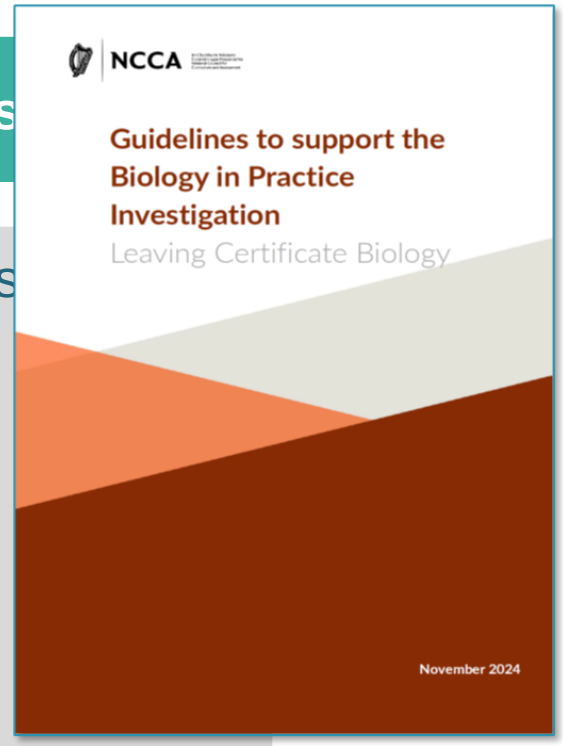
Inability…

Lack of… nce

Analys…



delines…



…act

Accuracy of output

AI Tools to Support Inclusion
Uirlisí IS chun tacú le cuimsiú

Oide

MAGIC SCHOOL

QUIZIZZ

schoolai

Poe

Khanmigo

Diffit For Teachers

NotebookLM

TeachMateAI

PIKTOCHART

almanack

Canva

Copilot

SUNO AI

ChatGPT

Gemini

AI: Limitations and Critical Analysis

Limitations	Critical Analysis
Bias: computational and human	Policies and guidelines
Hallucinations	Ethical data use
Explainability	Evidence of impact
Inability to think critically	Bias awareness
Lack of personal experience	Accuracy of output

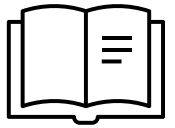
Getting started: Unit of Learning

How will you begin with 5th year students?

Construct a unit of learning for autumn 2025

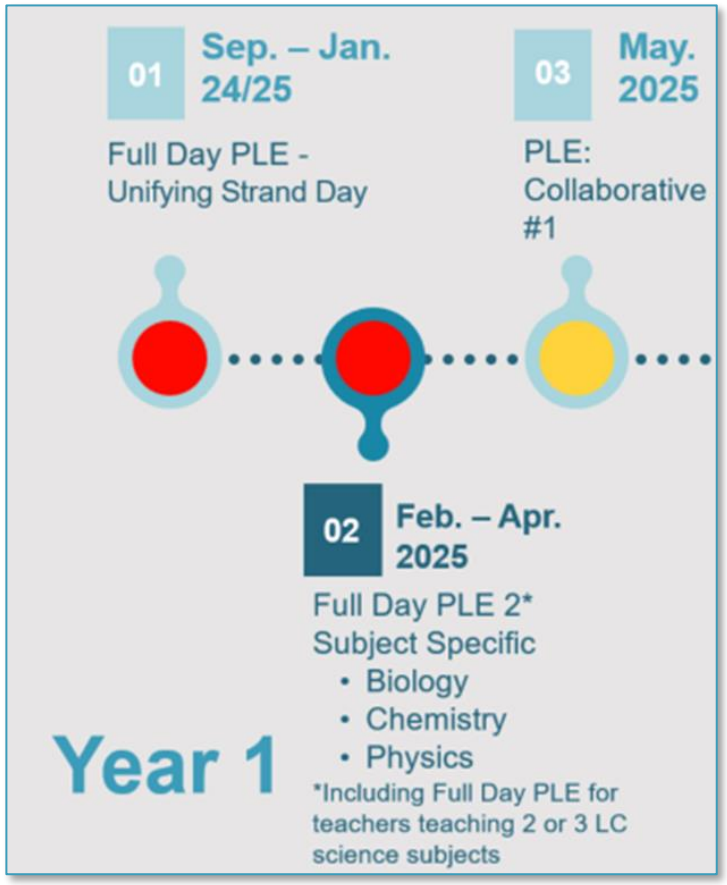
Share your ideas

Personal Reflection



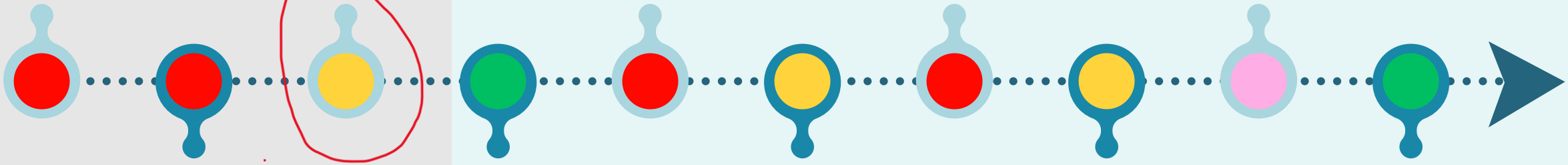
Take a moment or two to jot down any thoughts or ideas, that you find relevant or useful to you

Next Steps


01
Sep. – Jan. 24/25
Full Day PLE - Unifying Strand Day
02
Feb. – Apr. 2025
Full Day PLE 2*
Subject Specific
• Biology
• Chemistry
• Physics
*Including Full Day PLE for teachers teaching 2 or 3 LC science subjects
03
May. 2025
PLE: Collaborative #1
Year 1

Leaving Certificate Science Subjects PLE Timeline

Oide



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Full Day PLE 2*
Subject Specific
- Biology
- Chemistry
- Physics

*Including PLE for teachers teaching 2 or 3 LC science subjects

03 May. 2025
PLE: Collaborative #1

04 Sep. 2025
PLE: Webinar #1 - Scientific Practices

05 Sep. – Jan. 25/26
Full Day PLE 3 Laboratory Day*
(Unifying Strand and AAC)

06 Nov. – Dec. 2025
PLE: Collaborative #2

07 Jan. – Apr. 2026
Full Day PLE 4*

08 Apr. – May. 2026
PLE: Collaborative #3

09 May. 2026
Half Day PLE

10 May. 2026
PLE: Webinar #2

Year 1

Year 2

Full Day PLE | Collaborative | Webinar | Half Day PLE