

Systematic Reviews Prepared for Part B

B1: Pedagogical Strategies to Support Oral Language, Emergent Literacy, Literacy, Digital Literacy and Disciplinary Literacy Development

- B1.1 French, G., & Lake, G. (2022). *Pedagogical strategies to support oral language development and emergent literacy in early childhood education and care. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881320>
- B1.2 Kennedy, E, Concannon-Gibney, T. & Dwyer, B. (2022). *Pedagogical strategies, approaches and methodologies to support literacy in the primary school: A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881327>
- B1.3 McDonald, E., Doyle, A., Fitzsimons, S., & White, I. (2022). *Pedagogical strategies to support literacy development at post-primary level. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881330>
- B1.4 Concannon-Gibney, T., de Brún, J., Ní Dhiorbháin, A., Ní Láimhín, M., & Ó Duibhir, P. (2022). *Pedagogical strategies, approaches and methodologies to support literacy and digital literacy development for Gaeilge and EAL. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881298>
- B1.5 Dwyer, B., Leahy, M., Donlon, E., Giblin, F., & O'Neill, S. (2022). *Pedagogical strategies, approaches and methodologies to support digital literacy. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7882183>
- B1.6 Dwyer, B., Burke, P., Kennedy, E. (2022). *Pedagogical strategies, approaches and methodologies to support disciplinary literacy at primary and post-primary levels. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881295>

B2: Pedagogical Strategies to Support Numeracy Development

- B2.1a O'Neill, S., Gillic, C., & Kingston, M. (2022). *Pedagogical strategies, approaches and methodologies to support numeracy in early childhood education. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881705>
- B2.1b Harbison, L., Farrell, T., & Ryan, M. (2022). *Pedagogical strategies, approaches and methodologies to support numeracy in primary education. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881290>
- B2.1c Grimes, P., Dooley, T., & Nic Mhuiri, S. (2022). *Pedagogical strategies, approaches and methodologies to support numeracy in post-primary education. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881285>

- B2.2 Butler, D., Giblin, F., Kingston, M. (2022). *Numeracy and digital learning: Use of digital technologies as tools for numeracy development. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881367>
- B2.3 Dooley, T. & Ryan. M. (2022). *Numeracy integration across primary and post-primary curricula. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881282>

B3: Assessment to Support the Development of Literacy, Numeracy and Digital Literacy

- B3.1 McCormack, M., & Guevara, J. (2022). *Assessment of literacy and numeracy in early childhood education. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881275>
- B3.2 Shiel, G. & Dooley, T. (2022). *Formative assessment to support literacy, numeracy and digital literacy at primary and post-primary levels. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881266>
- B3.3 Shiel, G. (2022). *Summative assessment of literacy and numeracy. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7882174>

B4: Supporting Literacy, Numeracy and Digital Literacy Development of Diverse Learners

- B4.1 French, G. (2022). *Supporting literacy and numeracy in early childhood for those at risk of educational inequality. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881255>
- B4.2a McNally, S., & O'Keeffe, C. (2022a). *Supporting the literacy development of children with additional needs in early childhood education in Ireland (from birth to 7 years). A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881253>
- B4.2b McNally, S., & O'Keeffe, C. (2022b). *Supporting the numeracy development of children with additional needs in early childhood education in Ireland (from birth to 7 years). A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881248>
- B4.3 Kennedy, E. & Shiel, G. (2022). *Addressing achievement gaps between disadvantaged and non-disadvantaged students in primary and post-primary schools: A review of recent international research*. Dublin: Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881164>

- B4.4 O'Kelly, J. A (2022). *Narrative review of research on Youthreach*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881241>
- B4.5 Shiel, C., & Machowska-Kosciak, M. (2022). *Factors affecting the literacy development of students from the Roma/Travelling Community. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7884013>
- B4.6 Reynor, E. (2022). *Best-evidence literacy instruction and intervention for students with additional learning needs (8-18 years). A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7882162>
- B4.7 Travers, J. (2022). *Review of supports for learners with learning difficulties in mathematics, with dyscalculia and developmental disabilities. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881224>
- B4.9 Mathews, E. (2022). *Strategies to support literacy development for deaf and hard of hearing children. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881217>
- B4.10 Shiel, G., & Pitsia, V. (2022). *Addressing the needs of high-achieving and highly able students in literacy and numeracy. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881210>

B5: Continuous Professional Learning and/or Development

- B5.1 King, F., French, G., & Halligan, C. (2022). *Professional learning and/or development (PL): Principles and practices. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7882155>
- B5.2 Giblin, F., McCormack, M., Ó'Breacháin, C., & Ryan, M. (2022). *Professional development for leaders and specific contexts and disciplines: Literacy (including Gaeilge and digital literacy) and numeracy. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7882171>

B6: Enabling Family and Community Engagement to Support Literacy, Digital Literacy and Numeracy Development for All Children

- B6.1 Nic Mhuirí, S., Farrell, T., French, G, McCormack, M & Shiel., C. (2022). *Enabling family engagement to support literacy, digital literacy and numeracy development for all children. A review of the literature*. Department of Education (Ireland). <https://doi.org/10.5281/zenodo.7881197>

- B6.2 French, G., Farrell, T., McCormack., M., Nic Mhuirí., S. & Shiel., C. (2022). *Enabling community engagement to support literacy, digital literacy and numeracy development for all children. A review of the literature.* Department of Education (Ireland).
<https://doi.org/10.5281/zenodo.7881192>