



Rialtas na hÉireann  
Government of Ireland

# Ireland's Literacy, Numeracy and Digital Literacy Strategy 2024-2033: Every Learner from Birth to Young Adulthood Implementation Plan to 2028





# Introduction

In today's rapidly evolving world, literacy, numeracy, and digital literacy serve as foundational pillars for individual empowerment and societal progress. *Ireland's Literacy, Numeracy and Digital Literacy Strategy 2024-2033: Every Learner from Birth to Young Adulthood* aims to prioritise literacy, numeracy, and digital literacy. This comprehensive five-year implementation plan will help equip learners from early childhood through post-primary education with the knowledge, skills and competences necessary for success in an increasingly interconnected and information-driven world.

The high-level objectives identified under five key pillars in the strategy recognises the necessity for collaboration and cooperation to achieve the strategy vision:

Every learner, from birth to young adulthood, develops the necessary literacy, numeracy and digital literacy skills to thrive and flourish as an individual, to engage and contribute fully as an ethical, active member of society and to live a satisfying and rewarding life.



The Department of Education and the Department of Children, Equality, Disability, Integration and Youth will work together, alongside early learning and care settings and schools, and with all relevant stakeholders, including learners, early years educators, childminders, teachers, parents, and community organisations to progress the actions arising out of the high-level objectives in this comprehensive five-year action plan. Fostering an inclusive process allows for the leveraging of collective expertise, resources, and perspectives to maximise the impact of initiatives.

Timeframes have been indicated alongside each action and sub-action:

- Ongoing actions are already underway and will continue for the lifetime of the implementation plan
- Short-term actions aim to be completed within two years
- Medium-term actions aim to be completed within three and a half years
- Long-term actions aim to be completed within five years.

Progress will be documented annually and disseminated through published reports. A review will take place three years into the implementation of the strategy to evaluate progress and identify any adjustments required. A second five year implementation plan to cover the remainder of the strategy's duration will be published signalling a continued commitment to strategic refinement and improvement.



# Actions

## Pillar 1: Enabling parents and communities to support learners' literacy, numeracy and digital literacy

Objective			
1.1: Further support parents in promoting and encouraging their children's literacy, numeracy and digital literacy learning.			
Action	Lead Responsibility	Key Stakeholders	Timeframe
1.1.1 Provide a co-ordinated information campaign through different communication channels to highlight the essential role of parents and communities in positively supporting their children's literacy, numeracy and digital literacy.	DE, DCEDIY	Adult Literacy for Life Office, NALA, National Parents Council, LGMA, Public Library Service, NCSE, ERC, Webwise, Better Start, CCCs	Ongoing
1.1.1a Establishment of a family learning 'thematic group' to include all family members as part of the Adult Literacy for Life Strategy.	Adult Literacy for Life Office	DE, DCEDIY, NALA, LGMA, Public Library Service, Webwise	Short-term
1.1.1b Promote online safety and digital citizenship to enable parents to support their children in the autonomous, effective and safe use of the online world.	DE, DCEDIY	Webwise, Tusla	Ongoing

## Objective

**1.1: Further support parents in promoting and encouraging their children's literacy, numeracy and digital literacy learning.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>1.1.1c</b> Review and enhance the National Síolta Aistear Initiative (NSAI) Resources for Sharing: promote and share these resources with ELC settings and parent and toddler groups.	DCEDIY	Better Start, CCCs	Medium-term
<b>1.1.1d</b> Provide accessible guidance and resources for parents with regards to transition through the different stages from home through to post-primary.	DE, DCEDIY	National Parents Council, Better Start, CCCs	Short to medium-term
<b>1.1.1e</b> Provide guidance to ELC settings and schools on the use of plain language when communicating with parents.	DE, DCEDIY	Adult Literacy for Life Office, NALA, Better Start, CCCs	Short to medium-term
<b>1.1.1f</b> Provide information for parents to facilitate children and young people's reading and listening for pleasure.	DCEDIY, Better Start, CCCs, DE, DCEDIY	LGMA, Public Library Service, Adult Literacy for Life Office, Better Start, CCCs	Medium-term
<b>1.1.1g</b> Raise awareness among parents of the importance of home languages and their significant role in supporting and laying the foundation for learning and the acquisition of additional languages.	DE, DCEDIY	Better Start, CCCs, PPLI, COGG	Ongoing

## Objective

**1.1: Further support parents in promoting and encouraging their children's literacy, numeracy and digital literacy learning.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>1.1.2</b> Mainstream the My Little Library Initiative.	DCEDIY	LGMA, Public Library Service, NCCA, CCCs, Comhar Naíonraí na Gaeltachta, DE	Short to medium-term
<b>1.1.2a</b> Every child starting school (4-6 years) will be offered a book bag which may contain books in English and Irish, a library card wallet and materials for parents on supporting transitions. Stories that introduce early mathematical concepts may be featured.	DCEDIY	LGMA, Public Library Service, NCCA, CCCs, Comhar Naíonraí na Gaeltachta, DE	Short to medium-term
<b>1.1.2b</b> Little Book at Bedtime, every child under 4 will be offered a storybook to keep, in English or Irish, plus supportive material for parents on the value of reading with young children. Stories that introduce early mathematical concepts may be featured.	DCEDIY	LGMA, Public Library Service, NCCA, CCCs, Comhar Naíonraí na Gaeltachta, DE	Short to medium-term

## Objective

**1.1: Further support parents in promoting and encouraging their children's literacy, numeracy and digital literacy learning.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>1.1.3</b> Expand the My Little Libraries Initiative.	DCEDIY, DOH	LGMA, Public Library Service, Comhar Naíonra na Gaeltachta, HSE, DE	Medium-term
<b>1.1.3a</b> Baby Bundle Initiative. Every baby bundle to include 2 books, 1 in English and 1 in Irish, to ensure every baby born in Ireland will start life with books in their home.	DCEDIY, DOH	LGMA, Public Library Service, Comhar Naíonra na Gaeltachta, HSE	Ongoing
<b>1.1.3b</b> Introduce the Tiny Little Library Initiative. Make books available to the neo natal special care units (NICU) for parents to read to their babies.	DCEDIY, DOH	LGMA, Public Library Service, Comhar Naíonra na Gaeltachta, HSE	Short to medium-term
<b>1.1.3c</b> Introduce the Reading for Fun Initiative by making children's books available in the visitor centres of prisons and replicate this collection of books in prison libraries for parents to become familiar with the books and the value of reading with children.	DCEDIY	LGMA, Public Library Service, Comhar Naíonra na Gaeltachta, HSE	Short to medium-term
<b>1.1.4</b> Explore the potential of developing the role of parents' associations to increase parental engagement with children's literacy, numeracy and digital literacy learning at primary and post-primary levels.	DE	NPC	Medium-term



## Objective

**1.1: Further support parents in promoting and encouraging their children's literacy, numeracy and digital literacy learning.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>1.1.5</b> Support the development of “parent partnership groups”, partnership committees, or other mechanisms to give parents structured and more formal roles in ongoing engagement with ELC settings.	DCEDIY	NPC, CCCs	Medium-term
<b>1.1.6</b> Explore current family literacy programmes, including digital literacy, and broader parenting support programmes which encompass literacy, particularly initiatives that seek to encourage the participation of marginalised groups with a view to expanding provision in this area.	DE, DCEDIY, DFHERIS	Public Library Service, FRC's, ETBI, ALL Office, NALA, Tusla Education Support Services, Tusla PPFS, Community Services Centres	Short to medium-term
<b>1.1.6a</b> Explore a family literacy module that could be rolled out in partnership with DEIS schools and Adult Literacy services.	DE	Public Library Service, ALL Office, NALA	Medium-term
<b>1.1.6b</b> Review the ‘Story Street Project’ pilot, which aims to establish a partnership between library services and Family Resource Centres in the delivery of structured support for reading for disadvantaged families and consider mainstreaming delivery of the programme.	DCEDIY	Public Library Service, FRC's	Short to medium-term

**Objective****1.1: Further support parents in promoting and encouraging their children's literacy, numeracy and digital literacy learning.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>1.1.7</b> Further develop parental understanding of the purposes of and approaches to assessment in early childhood to include the development of NSAI Resources for Sharing on assessment of and for learning in ELC.	DCEDIY	NCCA, Better Start, CCC's and relevant organisations	Short to medium-term
<b>1.1.8</b> Provide guidance to parents on the purposes of assessment (excluding assessment for state certification purposes) in primary and post-primary schools and its role in supporting learner progression in literacy, numeracy and digital literacy (including diverse/multilingual/EAL/Irish-medium learners).	DE	NPC	Short to medium-term

**Objective****1.2: Foster and promote the Irish language by facilitating parents and communities in supporting children's language learning and acquisition.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>1.2.1</b> Increase the visibility and accessibility of existing resources, including digital, for parents to support the enjoyment, use and learning of the Irish language.	DE, DCEDIY, DTCAGSM, COGG, Oide	NPC, Better Start, CCC's, Tuismitheoirí na Gaeltachta, Glór na Gaeilge	Medium to long-term
<b>1.2.2</b> Further develop and promote Léamh Le Chéile video resources as part of the My Little Library Initiative, and include literacy and numeracy resources dedicated to games, songs and rhymes (Spraoi Le Chéile).	DCEDIY, DTCAGSM	LGMA, Comhar Naíonraí na Gaeltachta, Better Start, CCC's, Public Library Service	Short to medium-term

**Objective****1.2: Foster and promote the Irish language by facilitating parents and communities in supporting children's language learning and acquisition.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>1.2.3</b> Support parents in developing positive dispositions towards the Irish language and provide resources to enable them to actively participate in their children's Irish language learning.	DE, DCEDIY, DTCAGSM	COGG, NPC	Ongoing

**Objective****1.3: Enhance learners' literacy, numeracy and digital literacy outcomes by utilising community supports.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>1.3.1</b> Expand the use of local community and cultural services to support literacy, numeracy and digital literacy in ELC settings and schools, including groups representing ethnic minorities, such as Traveller and Roma and migrant groups.	DE, DCEDIY	LGMA, Public Library Service, ALL Office, local community organisations representing ethnic minorities, such as Traveller and Roma and migrant groups, other community/ cultural services	Ongoing
<b>1.3.2</b> Encourage and promote story-telling traditions in early childhood.	DCEDIY	DTCAGSM, LGMA, Public Library Service, The Arts Council	Medium to long-term
<b>1.3.3</b> Run programmes through the Education Support Centres to help parents develop and promote reading and numeracy skills with their children.	DE	ESCI	Short to medium-term
<b>1.3.4</b> Increase the participation of children, young people and families in reading activities by expanding the Right to Read programme and Right to Read Local Networks.	LGMA, Public Library Service, DCRD		Ongoing

## Objective

**1.3: Enhance learners' literacy, numeracy and digital literacy outcomes by utilising community supports.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>1.3.5</b> Explore the potential for an expanded programme of library support services to ELC settings, primary and post primary schools.	<b>LGMA, Public Library Service, DCRD, DCEDIY</b>		<b>Ongoing</b>
<b>1.3.6</b> Work with business and industry to enhance literacy, numeracy and digital literacy for all learners.	<b>DE, DCEDIY</b>	<b>Business and Industry</b>	<b>Short to medium-term</b>
<b>1.3.7</b> Continue to encourage and support youth services to provide training in digital literacy to their members, in particular in the identification of misinformation online.	<b>DCEDIY</b>	<b>Youth organisations</b>	<b>Ongoing</b>
<b>1.3.8</b> Review the Youth Information Centre scheme to ensure that young people are supported to access accurate relevant information.	<b>DCEDIY</b>	<b>Youth organisations, ETBs</b>	<b>Short-term</b>

## Pillar 2: Supporting the professional practice of early years educators, childminders and teachers

Objective			
2.1: Ensure a range of professional learning experiences in literacy, numeracy and digital literacy are provided for early years educators, childminders and teachers.			
Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>2.1.1</b> Provide professional learning and facilitate communities of professional practice and collaborative learning, to further enhance the pedagogical knowledge, subject knowledge and skills of early years educators, childminders and teachers in the areas of literacy, numeracy and digital literacy.	DE, DCEDIY	Oide, NCCA, NCSE, ESCI, Better Start, CCCs	Ongoing
<b>2.1.2</b> Develop and roll out further professional learning for early years educators and childminders on language and literacy, STEM and the Arts through the NSAI.	DCEDIY	Better Start, CCCs	Short to medium-term
<b>2.1.3</b> Review the Hanen programme, explore possibilities for a national rollout to all ELC settings.	DCEDIY	Better Start, Tusla, HSE	Medium to long-term
<b>2.1.4</b> Provide professional learning to support and enhance pedagogical, curricular and subject knowledge of all primary teachers in relation to Modern Foreign Languages as part of the Primary Language Curriculum.	DE	PPLI, Oide, NCSE, NCCA	Short to medium-term
<b>2.1.5</b> Provide professional learning and support material for early years educators, childminders and teachers on learner voice, agency and participation and how it can shape teaching, learning and assessment in literacy, numeracy and digital literacy.	DE, DCEDIY	Oide, NCSE, NCCA, Better Start, CCCs	Ongoing
<b>2.1.6</b> Ensure continued provision of flexible, differentiated professional learning to improve the digital literacy skills and competencies of early years educators, childminders and teachers.	DE, DCEDIY	Oide, NCSE, Better Start, CCCs	Ongoing

## Objective

**2.1: Ensure a range of professional learning experiences in literacy, numeracy and digital literacy are provided for early years educators, childminders and teachers.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>2.1.7</b> Continue to provide professional learning for teachers that improves learners' understanding, skills and attainment in numeracy, including concepts relating to shape and space and data.	DE	Oide, NCSE	Ongoing
<b>2.1.8</b> Support English language skills among early years educators and school-age childcare practitioners working in English-medium settings to enable regulatory requirements for English language proficiency to be introduced over an appropriate timescale.	DCEDIY	IPE, Tusla	Medium to long-term
<b>2.1.9</b> Provide professional learning for early years educators and childminders that outlines what is meant by assessment practice, and how to implement it effectively.	DCEDIY	NCCA, Better Start	Ongoing
<b>2.1.10</b> Develop guidance on assessment practices at primary and post-primary level for school leaders, teachers, parents and learners.	DE	ERC, NCCA	Medium to long-term
<b>2.1.10a</b> Continue to provide support for the implementation of the <i>Primary Mathematics Curriculum</i> .	DE	Oide, NCSE	Ongoing
<b>2.1.10b</b> Provide support for teachers on the integration of numeracy across the curriculum at primary and postprimary level.	DE	NCCA, Oide, NCSE	Medium to longterm
<b>2.1.11</b> Support teachers in empowering learners to become confident and competent digital learners. This includes learners having the ability to access, explore, manage, understand, integrate, communicate, evaluate, create, and disseminate information safely and appropriately through digital technologies.	DE	Oide, NCSE, Webwise, ESCI	Ongoing
<b>2.1.12</b> Enable teachers to provide a focus on financial literacy across the curriculum at primary and post-primary level.	DE	Oide, NCSE, NCCA	Short to medium-term

**Objective****2.2: Engage with initial professional education (IPE) and initial teacher education (ITE) on the inclusion of literacy, numeracy and digital literacy in all ELC, primary and post-primary programmes.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>2.2.1</b> Provide guidelines for IPE providers regarding language, literacy, numeracy and digital literacy in IPE programmes for early years educators.	<b>DCEDIY</b>	<b>DE, IPE Providers</b>	<b>Medium-term</b>
<b>2.2.2</b> Engage ITE providers on the integration of key areas regarding literacy, numeracy and digital literacy in ITE programmes.	<b>DE</b>	<b>ITE Providers, Teaching Council</b>	<b>Short-term</b>
<b>2.2.3</b> Enhance links between Oide and NCSE with ITE providers to promote best practice in literacy, numeracy and digital literacy.	<b>DE</b>	<b>Oide, ITE Providers, NCSE</b>	<b>Short to medium-term</b>

**Objective****2.3: Provide professional learning experiences to address needs in the areas of Irish language competence and best practice in the teaching, learning and assessment of and through Irish.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>2.3.1</b> Continue to provide opportunities for teachers in Irish-medium schools to engage in postgraduate study and research on Irish-medium and immersion education, and language pedagogy for first and second language learners of Irish in line with the implementation of Policy on Gaeltacht Education 2017-2022.	<b>DE</b>	<b>COGG</b>	<b>Ongoing</b>
<b>2.3.2</b> Support the development of initial professional education programmes or modules in ELC that are conducted through the medium of Irish (at levels 5-8).	<b>DCEDIY, DTCAGSM</b>	<b>IPE providers, DE</b>	<b>Short to medium-term</b>
<b>2.3.3</b> Where possible, make PL materials, resources materials, resources and supports for early years educators, childminders and SAC practitioners available in both Irish and English.	<b>DCEDIY</b>	<b>Better Start, CCC's, relevant organisations</b>	<b>Ongoing</b>

## Objective

**2.3: Provide professional learning experiences to address needs in the areas of Irish language competence and best practice in the teaching, learning and assessment of and through Irish.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>2.3.4</b> Supports for Irish language proficiency for staff working in ELC and SAC services will be explored, following initial data-collection on language proficiency.	<b>DCEDIY</b>		<b>Medium to long-term</b>
<b>2.3.5</b> Establish a consultative forum to collaborate and share expertise of ITE providers and policy makers on the achievement of learning outcomes from ITE programmes and the evidence available of standards at exit, being mindful of HEI autonomy, across areas including Irish (in English-medium schools, Irish medium schools and Gaeltacht settings).	<b>DE</b>	<b>Teaching Council, ITE providers and other stakeholders</b>	<b>Short to medium-term</b>
<b>2.3.6</b> Promote and provide professional learning experiences for primary teachers and teachers of Irish in post-primary schools in relation to Irish language competence.	<b>DE</b>	<b>ESCI, COGG</b>	<b>Ongoing</b>
<b>2.3.7</b> Provide broader support to initiatives encouraging the use of Irish in schools e.g., Gaelbhreach.	<b>DE</b>	<b>COGG</b>	<b>Ongoing</b>
<b>2.3.8</b> Complete the development of a new policy to support Irish-medium education outside of the Gaeltacht.	<b>DE</b>	<b>COGG, DCEDIY</b>	<b>Short-term</b>
<b>2.3.9</b> Develop an action plan to support the teaching and learning of Irish in English-medium schools.	<b>DE</b>		<b>Short to medium-term</b>
<b>2.3.10</b> Continue to provide professional learning for primary teachers in Irish-medium schools around best practice in immersion education.	<b>DE</b>	<b>Oide, COGG, ESCI</b>	<b>Ongoing</b>



## Objective

**2.4: Provide professional learning experiences and supports to embrace plurilingual and pluricultural diversity and practices.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>2.4.1</b> Support early years educators, childminders and teachers in embracing plurilingualism and pluricultural practices to include the enhancement of curriculum support resources.	<b>DE, DCEDIY</b>	<b>PPLI, COGG, Oide, NCCA, Better Start, CCCs</b>	<b>Ongoing</b>

## Pillar 3: Supporting leadership in early learning and care and in the school system

### Objective

#### 3.1: Further support leadership teams in sustaining collaborative cultures that encourage literacy, numeracy and digital literacy learning, teaching and assessment.

Action	Lead Responsibility	Key Stakeholders	Timeframe
3.1.1 Develop a single, integrated quality framework for ELC as the common reference framework for all inspection activities and for self-evaluation by ELC settings.	DCEDIY	DE, Tusla, Better Start, NCCA	Medium-term

### Objective

#### 3.2: Further support leaders' capacity to monitor and evaluate learner experiences and outcomes in literacy, numeracy and digital literacy.

Action	Lead Responsibility	Key Stakeholders	Timeframe
3.2.1 Provide support to ELC setting and school leaders to review and enhance existing literacy, numeracy and digital literacy practices including the development of plurilingual and pluricultural environments.	DE, DCEDIY	Oide, Better Start, CCCs	Ongoing
3.2.2 Enhance support for school leadership teams to further develop assessment literacy and effective assessment practices in teaching and learning contexts, including: improve data literacy to assist in the effective collection, analysis and interpretation of assessment data, setting time-bound and measurable targets for improvement monitoring, measuring and reflecting on the outcomes of interventions in consultation with learners, where appropriate.	DE	Oide, NCSE	Ongoing

**Objective****3.2: Further support leaders' capacity to monitor and evaluate learner experiences and outcomes in literacy, numeracy and digital literacy.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>3.2.3</b> Support school leaders in English-medium schools to increase the use of Irish as a communicative language throughout the school day.	DE	Oide, COGG	Ongoing
<b>3.2.4</b> Encourage the whole-school adoption of Universal Design for Learning and other inclusive practices to support literacy, numeracy and digital literacy.	DE	Oide, NCSE	Ongoing

**Objective****3.3: Strengthen continuity in the literacy, numeracy and digital literacy learning journey of children and young people.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>3.3.1</b> Develop guidance on transitions at all stages from the home through to post-primary and support ELC setting and school leaders to implement effective transition practices	DCEDIY, DE	NCSE, Better Start, CCCs	Short to medium-term
<b>3.3.2</b> Facilitate communities of professional practice and collaborative learning for ELC setting and school leaders to enhance the quality of provision for literacy, numeracy and digital literacy.	DE, DCEDIY	ESCI, Oide, NCSE, Better Start, CCCs	Medium to long-term

## Pillar 4: Improving the learner experience through curriculum, pedagogy and assessment

### Objective

**4.1: Ensure continuity and progression in literacy, numeracy and digital literacy for all learners by supporting early years educators, childminders and teachers in their understanding and implementation of the curriculum frameworks.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>4.1.1</b> Ensure engagement with the updated Aistear, the Early Childhood Curriculum Framework, the Primary Curriculum Framework, the Junior Cycle Framework, and Senior Cycle Redevelopment, including the provision of professional learning to ensure learner progression in literacy, numeracy and digital literacy.	DCEDIY, DE	NCCA, Better Start, CCCs, NCSE, Oide, ESCI	Ongoing

### Objective

**4.2: Improve learners' language skills and outcomes in Irish by enhancing learning experiences.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>4.2.1</b> Devise and publish a comprehensive plan and provide supports for Irish language provision for ELC and SAC.	DCEDIY	DTCAGSM, DE	Ongoing
<b>4.2.2</b> Ensure access to Irish medium ELC and SAC provision in Gaeltacht areas.	DCEDIY	DTCAGSM	Ongoing
<b>4.2.3</b> Develop mechanisms to provide Irish language supports to ELC provision where there are high proportions of children who are learning through the medium of Irish.	DCEDIY	DTCAGSM	Ongoing
<b>4.2.4</b> Expand the use of content and language integrated learning CLIL/FCÁT in ELC settings and schools to promote the learning of Irish.	DE, DCEDIY	COGG, Better Start, ESCI, Oide	Ongoing
<b>4.2.5</b> Further develop curriculum support resources at primary and post-primary to enhance learner experiences in Irish.	DE	NCCA, NCSE, COGG	Ongoing
<b>4.2.6</b> Develop a suite of Irish-language assessment instruments to support effective learning experiences in primary and post-primary schools.	DE	ERC	Short to long-term

## Objective

**4.3: Continue to support learners in their safe and ethical use of digital technologies in a confident and competent manner.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>4.3.1</b> Carry out a public consultation and develop a national policy statement on the use of digital technologies and digital learning in Early Learning and Care, building on OECD (2023) <i>Empowering Young Children in the Digital Age</i> .	DCEDIY	DE	Short to medium-term
<b>4.3.2</b> Empower learners to become confident and competent digital learners in all aspects of learning, with the skills to navigate an increasingly digital world in a safe and ethical manner in line with the objectives as set out in the Digital Strategy for Schools to 2027.	DE	Oide, NCSE, Webwise, ESCI	Ongoing

## Objective

**4.4: Promote learner engagement and motivation in their literacy, numeracy and digital literacy learning journey.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>4.4.1</b> Ensure that learner experiences in literacy, numeracy and digital literacy promote experiential learning opportunities including play, problem-solving, inquiry, critical thinking and project-based learning.	DE	Oide, NCSE, NCCA, ESCI	Ongoing
<b>4.4.2</b> Foster synergies between the Literacy, Numeracy and Digital Literacy Strategy and other education strategies including the National Strategy on Education for Sustainable Development – ESD to 2030, STEM Education Policy Statement 2017-2024 and Digital Strategy for Schools to 2027.	DE, DCEDIY, DFHERIS		Ongoing

<b>Objective</b>			
<b>4.5: Provide learner experiences that address gender differences in attitudes, confidence and achievement, identified areas of focus in mathematics and literacy.</b>			
<b>Action</b>	<b>Lead Responsibility</b>	<b>Key Stakeholders</b>	<b>Timeframe</b>
<b>4.5.1</b> Commission and use research to support policy development in relation to reading for pleasure, in particular among males and confidence and attitudes to mathematics, in particular among females.	<b>DE, DCEDIY</b>	<b>ERC, NCCA, Better Start, CCCs, LGMA, Public Library Service</b>	<b>Short to medium-term</b>
<b>4.5.2</b> Promote numeracy-related career paths to learners, in particular females.	<b>DE</b>		<b>Ongoing</b>
<b>4.5.3</b> Provide more opportunities at school level for active learning experiences in numeracy such as in measurement and geometry (shape and space) and data.	<b>DE</b>	<b>NCCA, Oide, NCSE, ESCI</b>	<b>Ongoing</b>
<b>4.5.4</b> Promote the use of manipulatives at school level (virtual and physical) as support for learning key mathematical concepts.	<b>DE</b>	<b>NCCA, Oide, NCSE, ESCI</b>	<b>Ongoing</b>

<b>Objective</b>			
<b>4.6: Consider how different assessment methods can enhance learner experience in literacy, numeracy and digital literacy.</b>			
<b>Action</b>	<b>Lead Responsibility</b>	<b>Key Stakeholders</b>	<b>Timeframe</b>
<b>4.6.1</b> Support learners to have an active role in the assessment of their literacy, numeracy and digital literacy learning, including greater understanding of how assessment (including digital, where appropriate) supports their learning and how to self-assess their development.	<b>DE, DCEDIY</b>	<b>NCCA, Oide, NCSE, Better Start, other key stakeholders</b>	<b>Ongoing</b>
<b>4.6.2</b> Update standardised testing requirements at primary level, including the redevelopment and standardisation of reading tests in Irish to support learner progress.	<b>DE</b>	<b>ERC</b>	<b>Medium to long-term</b>

## Pillar 5: Supporting diverse learners to achieve their potential

Objective			
5.1: Enable diverse learners to access quality learning experiences in literacy, numeracy and digital literacy.			
Action	Lead Responsibility	Key Stakeholders	Timeframe
5.1.1 Ensure that initial professional education for early years educators and ongoing professional learning programmes for early years educators and childminders include modules of learning regarding the unique cultural values of minority ethnic groups (including Travellers and Roma), and how best to support children from these groups in their literacy, numeracy and digital literacy learning.	DCEDIY	IPE providers, Better Start, CCCs	Medium to long-term
5.1.2 Ensure that all students enrolled in Initial teacher education (ITE) programmes, both primary and post-primary levels, will be exposed to the fundamental components of inclusive education in accordance with <i>Céim: Standards for Initial Teacher Education</i> .	DE	Teaching Council, ITE providers	Ongoing
5.1.3 Continue to roll out the Access and Inclusion Model (AIM) and extend on a phased basis to children outside of the ECCE programme.	DCEDIY	Better Start, HSE, CCCs	Ongoing
5.1.4 Support early years educators, childminders and teachers in responding promptly to the needs of children presenting with difficulties in language, literacy and numeracy, particularly in the transition from ELC to primary school, and in implementing prevention and early intervention support programmes at primary level, as appropriate.	DE, DCEDIY	Oide, NCCA, NCSE, ERC, Better Start	Ongoing
5.1.5 Commission a report from the Teaching Council on standards, quality and good practice in initial teacher education, based on findings from the cycle of accreditation of all initial teacher education programmes, with particular emphasis on core element of inclusive education.	DE	Teaching Council	Short-term

## Objective

**5.1: Enable diverse learners to access quality learning experiences in literacy, numeracy and digital literacy.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.1.6</b> Further enhance curriculum pathways to support the diverse needs of learners as they progress from junior cycle to senior cycle.	DE	NCSE	Ongoing
<b>5.1.7</b> Continue to intensify efforts to improve the learning experience and outcomes in literacy, numeracy and digital literacy for those at risk of educational disadvantage.	DE	Oide	Ongoing
<b>5.1.8</b> Publish and implement the successor strategy to the National Traveller and Roma Inclusion Strategy (NTRIS) 2017 - 2021.	DCEDIY	DE, DFHERIS, DOH, DOJ, DHLGH, DRCD, DTCAGSM, DSP, Tusla, HSE, NCSE, other relevant stakeholders	Short-term
<b>5.1.9</b> Publish and implement the Autism Innovation Strategy, and the successor to the National Disability Inclusion Strategy 2017-2021.	DCEDIY Coordinating, All Departments	All Departments, Autistic individuals, Autism Innovation Strategy Oversight and Advisory Group, Disabled Persons' Organisations, Disabled Individuals, Disability Umbrella Groups and service providers, parents and families and all other relevant agencies and organisations.	Short-term



## Objective

**5.1: Enable diverse learners to access quality learning experiences in literacy, numeracy and digital literacy.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.1.10</b> Raise awareness of the suitability of Irish-medium education for all learners, including those with additional educational needs and those for whom neither English nor Irish is a home language.	DE	COGG, NCSE	Ongoing
<b>5.1.11</b> Continue to fund research into supporting learners with additional educational needs in Irish-medium schools. language.	DE	COGG	Ongoing
<b>5.1.12</b> Ensure diverse learners are provided with a range of appropriate, high-quality learning opportunities to engage with the Irish language and culture.	DE	COGG, NCSE	Short to medium-term
<b>5.1.13</b> Commission research into effective literacy practices with a view to supporting learners in DEIS schools.	DE		Medium to long-term
<b>5.1.14</b> Support the STEM Passport for Inclusion led by National University of Maynooth, which recognises the experiences of girls from DEIS schools as they achieve micro-credentials in STEM.	DE	Maynooth University, SFI	Ongoing

## Objective

**5.2: Provide high-quality professional learning for early years educators, childminders and teachers in effective approaches that support diverse learners in literacy, numeracy and digital literacy.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.2.1</b> Review the Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education and associated professional learning programme, to include an expanded focus on plurilingual and pluricultural practice.	DCEDIY	Better Start, CCCs	Short to medium-term

## Objective

**5.2: Provide high-quality professional learning for early years educators, childminders and teachers in effective approaches that support diverse learners in literacy, numeracy and digital literacy.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.2.2</b> Establish an induction programme for newly appointed special education teachers in schools to guide them in target setting, implementing suitable support programmes, and the tracking of learner outcomes (including exceptionally able learners) in the areas of literacy and numeracy.	DE	NCSE	Short to medium-term
<b>5.2.3</b> Enhance resources for post-primary teachers who provide support lessons for diverse learners, with a focus on literacy, numeracy and digital literacy.	DE	NCSE, Oide, ESCI	Ongoing
<b>5.2.4</b> Continue to provide professional supports for teachers in special schools and special classes around best practice in literacy, numeracy and digital literacy.	DE	NCSE, Oide, ESCI	Ongoing

## Objective

**5.3: Continue to improve supports for those at risk of educational disadvantage, learners from different ethnic and cultural backgrounds, to enhance outcomes and minimise achievement gaps in literacy, numeracy and digital literacy.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.3.1</b> Publish and commence implementation of Equal Start, which will support children experiencing disadvantage through universal, child-targeted and setting-targeted measures.	DCEDIY	Better Start	Short-term
<b>5.3.1a</b> Ensure positive enrolment and participation patterns in ELC settings are established at the earliest opportunity with a particular focus on lower participating groups such as Travellers and Roma, as part of Equal Start.	DCEDIY	Better Start	Short to medium-term
<b>5.3.1b</b> Maximise the potential of Equal Start to enhance outcomes in language, literacy and numeracy for children at risk of educational disadvantage.	DCEDIY	Better Start	Medium to long-term
<b>5.3.2</b> Continue to work towards improving outcomes for children and young people at risk of educational disadvantage, including through effective whole-school literacy and numeracy interventions, as part of the DEIS programme.	DE		Ongoing
<b>5.3.3</b> Promote after-school clubs through the School Completion Programme in DEIS schools which promote engagement by supplying children with self-selected books.	DE	Tusla Education Support Services	Ongoing
<b>5.3.4</b> Expand the learning from projects such as the City Connects programme to other areas of significant social and economic disadvantage.	DE, DCEDIY	Tusla	Long-term
<b>5.3.5</b> Roll out Early Talk Boost to Equal Start designated settings.	DCEDIY	Better Start, Tusla	Short to medium-term

## Objective

**5.3: Continue to improve supports for those at risk of educational disadvantage, learners from different ethnic and cultural backgrounds, to enhance outcomes and minimise achievement gaps in literacy, numeracy and digital literacy.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.3.6</b> Raise awareness of effective transition practices and available supports to help children with diverse needs, their parents, early years educators, childminders and teachers to promote continuity in literacy, numeracy and digital literacy.	DE, DCEDIY	NCSE, CCCs, Tusla Education Support Services, Better Start	Short to medium-term
<b>5.3.7</b> Develop subject and career information sheets for primary school children and their parents that can be provided in advance of the critical transition to post-primary school.	DE		Short-term
<b>5.3.8</b> Examine current connections between AIM and the NCSE, to foster greater connection and collaboration across models, in the development of guidance on transitions to support literacy, numeracy and digital literacy.	DCEDIY	DE, NCSE, Better Start	Short to medium-term
<b>5.3.9</b> Develop a curriculum at primary and post-primary level for Irish Sign Language to support the learning of ISL and learning in other areas for ISL users.	DE	NCSE, NCCA	Long-term
<b>5.3.10</b> Establish quality standards in teaching and learning for learners who are deaf/hard of hearing to ensure better outcomes in literacy, numeracy and digital literacy.	DE	NCSE, NCCA	Medium-term
<b>5.3.11</b> Review existing guidance materials to assess their adequacy and identify any potential gaps, with the aim of determining the need for additional resources.	DE	NCSE, other support organisations such as Dyslexia Association of Ireland	Short to medium-term

## Objective

**5.3: Continue to improve supports for those at risk of educational disadvantage, learners from different ethnic and cultural backgrounds, to enhance outcomes and minimise achievement gaps in literacy, numeracy and digital literacy.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.3.12</b> Continue to engage with national organisations representing communities whose children are at risk of educational disadvantage, e.g., Traveller and Roma and migrant communities, disability organisations, etc., to ensure their experiences and expertise can contribute to the offer of improved supports.	<b>DCEDIY, DE</b>	<b>National representative organisations for Traveller and Roma and migrant communities, national representative organisations for disability, all other relevant organisations.</b>	<b>Ongoing</b>

## Objective

**5.4: Provide more opportunities for integrated learning of literacy, numeracy and digital literacy skills to promote independence for diverse learners.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.4.1</b> Provide guidance, advice and professional learning for early years educators, childminders and teachers on using assistive technology and augmentative and alternative communication with learners who have diverse needs to improve the learner experience and outcomes in literacy, numeracy and digital literacy.	<b>DE, DCEDIY</b>	<b>NCSE, Better Start</b>	<b>Medium to long-term</b>
<b>5.4.2</b> Provide guidance, advice and professional learning for teachers to support learners who are visually impaired in making their literacy choices, e.g., braille, print, audiovisual, combination, which will be driven by the learner's level of vision.	<b>DE</b>	<b>NCSE</b>	<b>Ongoing</b>

## Objective

**5.5: Support learners for whom English is an additional language to fully participate in the curriculum by recognising their social, cognitive, and academic language needs.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.5.1</b> Continue to provide professional learning and resources to all early years educators, childminders and teachers in meeting the needs of EAL learners, that recognises the importance of the home language as a foundation for learning.	DE, DCEDIY	Oide, ESCI, Better Start, CCCs	Ongoing
<b>5.5.2</b> Provide guidance on addressing the language needs for learners for whom English and Irish are additional languages in Irish-medium settings, in both Gaeltacht and non-Gaeltacht areas.	DE, DCEDIY		Medium-term
<b>5.5.3</b> Provide guidance on appropriate assessment practices including target-setting processes for EAL learners in mainstream and support classes.	DE	NCCA, Oide	Medium to long-term
<b>5.5.4</b> Redevelop screening and diagnostic tests of early literacy and early numeracy (Irish and English versions) to further support prevention and early intervention at primary level.	DE	ERC	Short to medium-term

## Objective

**5.6: Ensure that exceptionally able learners are identified at an early stage and are challenged and supported appropriately particularly in the areas of literacy, numeracy and digital literacy.**

Action	Lead Responsibility	Key Stakeholders	Timeframe
<b>5.6.1</b> Devise a policy to further support exceptionally able learners.	<b>DE</b>	<b>NCCA, NCSE, DCEDIY, Oide, other relevant stakeholders</b>	<b>Short to medium-term</b>
<b>5.6.2</b> Incorporate exemplars, videos and additional materials into existing curriculum support resources for teachers to improve the level of challenge in working with exceptionally able learners.	<b>DE</b>	<b>NCCA, NCSE</b>	<b>Medium-term</b>



Appendices



# Appendix 1 - Abbreviations

AIM	Access and Inclusion Model
ALL	Adult Literacy for Life
CCCs	City/County Childcare Committees
CLIL	Content and Language Integrated Learning
COGG	An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DE	Department of Education
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DOH	Department of Health
DHLGH	Department of Housing, Local Government and Heritage
DOJ	Department of Justice
DSP	Department of Social Protection
DRCD	Department of Rural and Community Development
DTCAGSM	Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media
EAL	English as an Additional Language
ECCE	Early Childhood Care and Education
ELC	Early Learning and Care
ERC	Educational Research Centre
ESCI	Education Support Centres Ireland
ESD	Educational for Sustainable Development
ETBI	Education and Training Boards Ireland
FRCs	Family Resource Centres
HSE	Health Service Executive
IPE	Initial Professional Education
ISL	Irish Sign Language
ITE	Initial Teacher Education
LGMA	Local Government Management Agency
MFL	Modern Foreign Languages
NALA	National Adult Literacy Agency
NCCA	National Council for Curriculum and Assessment
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
NTRIS	National Traveller and Roma Inclusion Strategy
NPC	National Parents Council
NSAI	National Síolta Aistear Initiative
OECD	Organisation for Economic Cooperation and Development
PPLI	Post-Primary Languages Ireland
SAC	School-Age Childcare
UDL	Universal Design for Learning

## Appendix 2 – Glossary

Augmentative and Alternative Communication (AAC)	A range of communication methods that can be used to enhance or substitute speech. Any form of communication besides spoken words used with oral speech or instead of oral speech.
Better Start	Better Start National Early Years Quality Development is a national initiative established by the Department of Children, Equality, Disability, Integration and Youth and hosted by Pobal. Better Start promotes quality and inclusion in Early Learning and Care (ELC) settings for children from birth to six years of age in Ireland.
Comhar Naíonraí na Gaeltachta	Comhar Naíonraí na Gaeltachta puts the infrastructure in place to provide early years services in Irish, in the Gaeltacht, and provides administrative, support and training services to the Gaeltacht services, parents, committees and communities.
DEIS	Delivering Equality of Opportunity in Schools - The Department's action plan for educational inclusion.
Diverse Learners	Learners with additional educational needs, including general learning disability (GLD), mild, moderate and severe general learning disability, specific learning disabilities, including disabilities specific to literacy, numeracy and language <sup>1</sup> , those with additional needs in terms of hearing and visual impairment, those from socially and economically disadvantaged backgrounds, those learning English as a second language and those who are exceptionally able or any other condition which results in a person learning differently from a person without that condition.
Early Learning and Care (ELC)	Early learning and care (ELC) is defined as regulated arrangements that provide education and care from birth to school-entry and includes both centre-based services and registered childminders.
Educational disadvantage	The impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools.

<sup>1</sup> To include Dyslexia, Dyscalculia and Dysgraphia

Education for sustainable development	Knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.
Equal Start	Equal Start is a funding model and a set of associated universal and targeted measures to support access and participation in early learning and care (ELC) and school-age childcare (SAC) for children and their families who experience disadvantage.
Glór na nGael	Glór na nGael has a particular responsibility in three areas of work, the development of the Irish language in the family, the development of the Irish language among community groups and the development of the Irish language among entrepreneurial and business groups.
Lámh	Lámh is a manual sign system used by children and adults with intellectual disability and communication needs in Ireland to support communication.
National Childcare Scheme (NCS)	The NCS provides financial support to help families with their early learning and childcare costs.
National Council for Special Education (NCSE)	The NCSE was set up to improve the delivery of education services to persons with special educational needs arising from disabilities with particular emphasis on children.
Oide	Oide is the support service for teachers and school leaders, funded by the Department of Education, formed from the integration of four existing support services and launched on September 1, 2023. These support services are the Centre for School Leadership, Junior Cycle for Teachers, the National Induction Programme for Teachers and the Professional Development Service for Teachers.

Parents and families	Parents refers to mothers, fathers, and those with parental responsibility in different parenting relationships. This may include foster parents, adoptive parents, step-parents, legal guardians, and carers.
Pedagogical practices	Practices acknowledged as essential to the provision of quality learning experiences.
Pluricultural	Refers to several cultures.
Plurilingual	The ability of a person to communicate in several languages.
Professional Learning	Professional development experiences, continuing professional development (CPD), training, workshops or programmes that early years educators, childminders, teachers, ELC setting and school leaders engage with that may lead to professional learning.
School self-evaluation	A process whereby schools identify and reflect on children's/students' educational experiences and outcomes, their wellbeing, their motivation to learn and their engagement in learning and subsequently programme of work to effectively progress learning.
Teaching Council	The Teaching Council is the regulator of the teaching profession in Ireland.
Transitions	Transitions can be between the home and the ELC setting or school, within and between daily routines, and from one setting to another. Additionally, transitions can be between home and other places where learners spend time, ELC settings and primary school, primary to post-primary school and between classes at each school level.
Tuismitheoirí na Gaeltachta	Tuismitheoirí na Gaeltachta was established in 2011 has been operating nationally in the Gaeltacht since 2018. It supports Gaeltacht families raising their children through Irish to include providing wide range of supports to families.

<p>Tusla</p>	<p>Tusla is the independent statutory regulator of early years services in Ireland. Tusla early years inspectorate promote and monitor the safety and quality of care and support of children in Tusla registered early years services in accordance with the Child Care Act 1991 (Early Years Services) Regulations 2016. Tusla Education Support Service (TESS) operates under the Education (Welfare) Act, 2000. TESS has three strands namely the Statutory Educational Welfare Service (EWS) and the two school support services the Home School Community Liaison Scheme (HSCL) and the School Completion Programme (SCP). The three strands work together collaboratively with schools, families and other relevant services to achieve the best educational outcomes for children and young people. Tusla's Prevention Partnership &amp; Family Support (PPFS) Service is a comprehensive suite of early intervention and preventative services being undertaken by Tusla and its partner agencies. The aim of the PPFS is to prevent risks to children and young people arising or escalating through early intervention and family support</p>
<p>Webwise</p>	<p>Webwise is the is the Irish Internet Safety Awareness Centre funded by the Department of Education and co-funded by the European Commission.</p>

