

Sustaining the Legacy of Marie Clay

As Dr. Clay wrote in *Literacy Lessons Designed for Individuals*, the International Reading Recovery Trainers Organization (IRRTO) is the organization charged with responsibility for maintaining the integrity of Reading Recovery and guiding implementations across the world. She posited this group with the authority we so frequently ascribed to her for problem solving, program development, research exploration, and guiding redevelopments of Reading Recovery in new languages.

Each of you participating in a trademark implementation of Reading Recovery is linked to this body through your local and national trademark affiliates and trainer groups. Your work is guided by the standards of your trademark entity, and these are replicated internationally to ensure that Reading Recovery is implemented as designed—following a carefully developed research base. Our Reading Recovery implementations will continue to thrive and be effective because you adhere to the standards.

In addition to supporting IRRTO's development, Dr. Clay gave careful consideration to other important aspects of her work. She established the Marie Clay Literacy Trust in 1997. This Trust now monitors her published work, keeps it available, and grants permissions for redevelopment and publication of her work in new languages. It will be the cooperative efforts of IRRTO and the Marie Clay Literacy Trust that will sustain the vision and the mission of Reading Recovery educators.

When I have been asked about the future of Reading Recovery, I answer that our future is secure because I trust Dr. Clay's Reading Recovery process—the carefully designed system, the strong research base, the ongoing data collection and evidenced-based decision making, and the carefully implemented professional development. The members of both IRRTO and the Trust are committed to continuing the important work to sustain the legacy of Dr. Clay.

— Mary Anne Doyle

Charting the Future: The International Reading Recovery Trainers Organization and the Marie Clay Literacy Trust

*Mary Anne Doyle, trainer, University of Connecticut
Graham McEwan, chair, Marie Clay Literacy Trust*

Dr. Marie Clay guided the expansion of Reading Recovery internationally.

In her wisdom she established procedures and structures that guaranteed that Reading Recovery would be implemented as designed and that trainers within each participating country would establish independence in delivering and monitoring Reading Recovery nationally.

In order to address the need for international leadership of Reading Recovery at the time when she would no longer continue in her role, she assisted trainers in developing an international organization to assume international responsibilities. This organization, the International Reading Recovery Trainers Organization, has been working and evolving since 2001. It will now play an important leadership role with the Marie Clay Literacy Trust in supporting existing and new implementations of Reading Recovery around the world and in supporting the ongoing research and development efforts crucial to future enhancements. This article gives detail of how this organization and the Marie Clay Literacy Trust function in support of all Reading Recovery educators.

The International Reading Recovery Trainers Organization (IRRTO) is the organization of educators who provide leadership for all entities affiliated with the trademark Reading Recovery early literacy intervention founded by Dr. Marie M. Clay. These leaders are accredited Reading Recovery trainers who have responsibility for their specific Reading Recovery centers. The trainers provide the support needed to establish and maintain trademark Reading Recovery implementations around the world.

IRRTO was established with the guidance of Dr. Clay whose goal was to have an authorization body for Reading Recovery comprised of trainers, giving equal representation to each national entity with trademark status. Her suggested design was an organization of all accredited trainers led by an Executive Board of five elected representatives of the five national trademark holders. She was a key advisor to all development activities until 2007, when she transferred authority for her Reading Recovery trademarks (i.e., the New Zealand trademarks for Reading Recovery and Literacy Lessons Designed for



Individuals, and the Australian trademark for Reading Recovery) and her copyrights for all written materials to the Marie Clay Literacy Trust, Auckland, New Zealand. IRRTO now works with the five-member board of this trust, which is chaired by Graham McEwan, to support, maintain, and expand Reading Recovery. (Detail of the Marie Clay Literacy Trust is provided below.)

The mission of the IRRTO is to maintain the quality, uphold the integrity, improve the efficiency and effectiveness, and support change and growth in Reading Recovery through international collaboration, research, and resource development. IRRTO members, the international set of trainers, are responsible for ensuring that trademark Reading Recovery sustains its effectiveness and continues to evolve in response to new research and developments in measured, thoughtful ways.

The vision of IRRTO is to maximize the availability of Reading Recovery for any children who need early literacy intervention in any country.

Supporting Reading Recovery in International Settings

The trademark Reading Recovery intervention was founded by Dr. Marie M. Clay in New Zealand. At the time she conducted the research that informed her development of the teaching strategies for children and the training procedures for teachers, she was a professor of development psychology at The University of Auckland.

As the success of Reading Recovery was recognized by educators and researchers beyond New Zealand,

and Dr. Clay was asked to extend the availability of Reading Recovery by training educators from other universities and countries, she developed a system for disseminating her trademark intervention. Integral to this were protocols designed to ensure that both the quality and the effectiveness of the research-based teaching and training procedures could be assured to new participants. The specific, necessary procedures and conditions required of trademark Reading Recovery were specified in implementation standards (described below).

As Reading Recovery was introduced to each new nation, Dr. Clay worked with university-based educators to introduce and establish the training, dissemination, and research procedures. The participating universities were designated university training centers (UTCs). In New Zealand, the United Kingdom, and the United States, four UTCs have the distinction of being centers allowed to provide training for new university-based trainers. These include the University of Auckland, the Institute of Education at the University of London, The Ohio State University, and Texas Woman's University. Through the training and support structures offered by these four UTCs to fellow university educators, Reading Recovery trainers are able to expand their network of affiliated trainers, UTCs, and sites.

Standards, detailing the required procedures of the trademark intervention, were established in each national context to account for the unique conditions of that nation's educational systems (e.g., university policies, public school procedures, etc.). Several of the trademark enti-

ties have extended their standards by establishing guidelines which further detail procedures associated with the trademark Reading Recovery intervention for their country. The standards along with a data collection and evaluation system to monitor all data resulting from the national implementation were requirements for establishing and maintaining the trademark program. Adhering to the standards and maintaining ongoing data collection and evaluation are minimum requirements for maintaining the right to trademark status. These minimum requirements, and the concomitant right to use the trademark, are reviewed annually.

Authorized by Marie M. Clay, the current Reading Recovery trademark holders are five national entities which have responsibility for supporting and monitoring the Reading Recovery implementations of all university training centers, or professional education training centers affiliated with them. These are:

Australia

The Marie Clay Literacy Trust, Auckland, New Zealand

Canada

The Canadian Institute of Reading Recovery, being a body established jointly by the Scarborough Board of Education and the University of Toronto

New Zealand

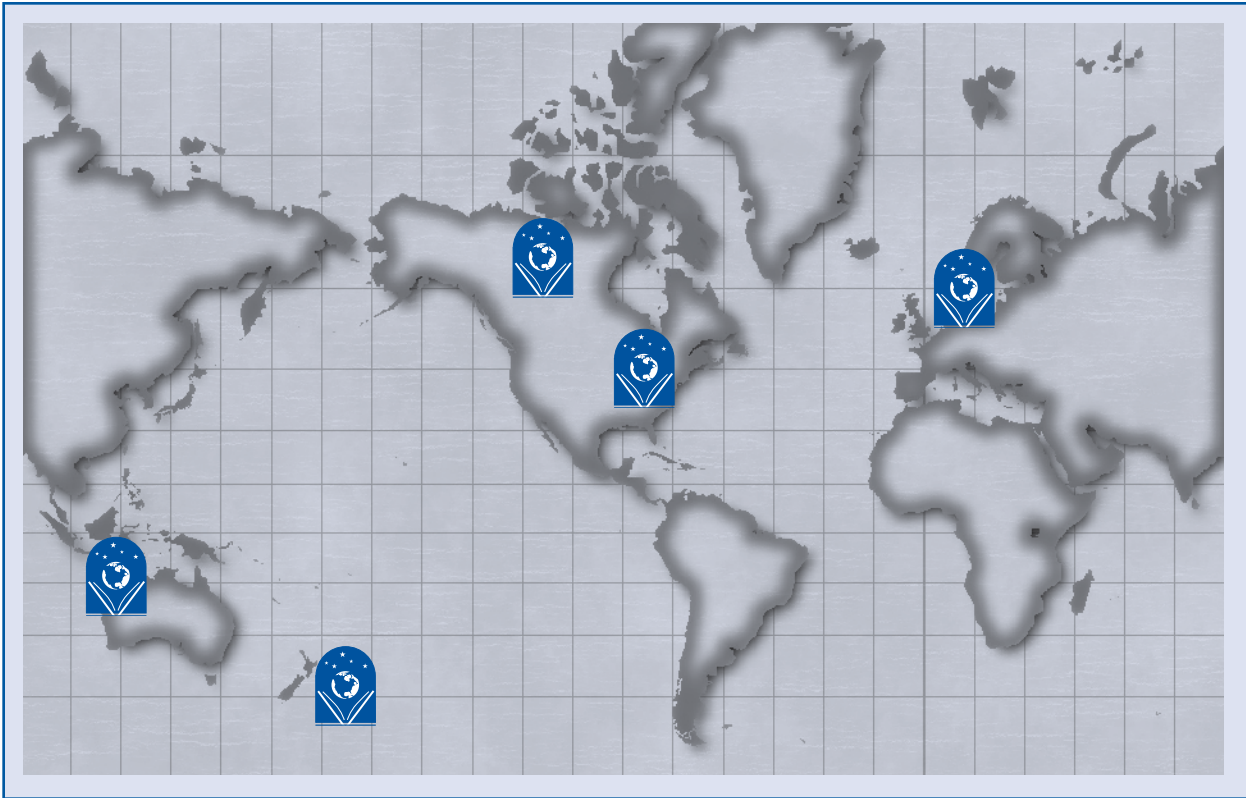
The Marie Clay Literacy Trust, Auckland, New Zealand

United Kingdom

Institute of Education, London

United States

The Ohio State University



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In addition to representing the Reading Recovery training centers within their nations, several of these trademark holders support and represent implementations of Reading Recovery beyond their borders in a range of nations and international settings:

Bermuda

Affiliated with the U.S. trademark through Georgia State University

Denmark

Affiliated with the U.K. trademark through the Institute of Education, University of London

Republic of Ireland

Affiliated with the U.K. trademark through the Institute of Education, University of London

Department of Defense Schools on Overseas Bases

Affiliated with the U.S. trademark through The Ohio State University

Also affiliated with these national trademark holders are implementations of redevelopments of Reading Recovery guided by Marie M. Clay in other languages. These include Descubriendo la Lectura (DLL) for Spanish-speaking children in U.S. schools whose initial literacy instruction is in Spanish, Intervention

Préventive en Lecture-Ecriture available in Canada for children whose literacy instruction is French, and Reading Recovery in Danish for children in Denmark.

Danish

Affiliated with the U.K. trademark through the Institute of Education, University of London

French

Affiliated with the Canadian trademark, The Canadian Institute of Reading Recovery

Spanish

Affiliated with U.S. trademark through The Ohio State University



Currently, other redevelopments of Reading Recovery assessments and/or procedures are under way in Ireland under the direction of trainers at the Institute of Education, University of London; and in Greece with guidance from the Marie Clay Literacy Trust, Auckland, New Zealand.

Through IRRTO, Reading Recovery trainers represent the authorization body of the trademark Reading Recovery program internationally. The role of IRRTO and its executive board is to support Reading Recovery trainers around the world in maintaining the integrity of Reading Recovery. This is done by adhering to the International Standards for Reading Recovery. These standards detail the common, essential elements pertaining to the instruction of children, the training of each level of Reading Recovery educator (teacher, tutor/teacher leader, and trainer), and the ongoing data collection and evaluation.

The IRRTO executive board monitors compliance with the international standards by requiring each of the five national entities with trademark status to submit a report of their annual data collection in the form used in their context. These reports present results for all sites affiliated with each trademark holder, and thus, all affiliated implementations of trademark Reading Recovery around the world are monitored annually.

The Executive Board of the International Reading Recovery Trainers Organization

The leadership authority of IRRTO resides with the executive board which consists of five elected members representing the five designated countries holding Reading Recovery trademark status: Australia, Canada, New Zealand, the United Kingdom, and the United States. As all Reading Recovery trademark implementations in the world are affiliated with one of these entities, the five members represent all trainers worldwide.

Board members are elected for 3-year terms by their constituent trainers. The current executive board members follow:

Australia

Janice Farmer Hailey, NSW
Department of Education
and Training

Canada

Irene Huggins, Western
Canadian Institute
of Reading Recovery

New Zealand

Christine Boocock, The
University of Auckland

United Kingdom

Julia Douëtil, University of
London, Institute of Education

United States

Billie Askew, emeritus, Texas
Woman's University

The work of the executive board is supported by a chair selected by its members. The current chair is Mary Anne Doyle, University of Connecticut.

The work of the executive board relates to the six major functions that follow. These are also described by Dr. Clay in *Literacy Lessons Designed for Individuals Part One*:

- To conduct ongoing monitoring of trademark Reading Recovery by requesting annual reports of national data collection from each of the five, national trademark holders;
- To respond to challenges to the implementation of Reading Recovery at the international level and to specific national issues if these have international ramifications according to the international set of standards. Because the trademarks are managed at the level of country, problems are addressed initially at the country level. Any country can appeal to the executive board of IRRTO by contacting their elected executive board representative and requesting that their representative bring the issue forward. The board serves as a “court of last resort.”
- To support ongoing research in order to provide direction for change and growth in Reading Recovery through international collaboration and investigation;
- To consider ramifications for IRRTO member countries of a significant body of research findings;
- To consider recommendations for changes in policy, implementation, and/or prac-

tices of Reading Recovery on the basis of international collaboration and research;

- To oversee developments including the introduction of Reading Recovery in a new country and/or redevelopment of Reading Recovery in another language. (Clay, 2005)

The executive board also responds to proposals submitted by the five IRRTO committees; oversees the functioning of the committees and the interfacing of each committee to the whole; presents motions to the IRRTO membership; sets the agenda for IRRTO meetings and conferences; and monitors IRRTO funds.

The Marie Clay Literacy Trust

The Marie Clay Literacy Trust and the executive board of IRRTO work together to ensure the ongoing quality and relevance of Dr. Clay's work as it relates to Reading Recovery. The trust is the authority responsible for both Dr. Clay's copyrights and her Reading Recovery trademark.

Always the clear thinker and careful strategist, Dr. Clay began planning for the management of her legacy in the mid-1990s. In 1997, she gifted the initial capital and created an ongoing royalty stream from sales of her published books to establish The Marie Clay Literacy Trust, a non-profit charitable foundation which supports reading, literacy learning and teaching, and Reading Recovery internationally.

There are five members of the trust and collectively they have known and worked with Dr. Clay for many years. The current trustees follow:

Graham McEwan

Chair and publishing editor for Marie Clay since 1977

Stuart McNaughton

Professor of education, The University of Auckland

Barbara Watson

Reading Recovery

David Heap

Publisher

Robert Irwin

Family member

The responsibilities that Dr. Clay bequeathed to the trust and the ongoing, important tasks that she assigned to the oversight and care of the trustees relate to her copyrights, her trademarks and the continuation of her work internationally. Specifically, the trust maintains

- ownership of and responsibility for all copyrights for her intellectual property (i.e., written work) in English and other languages;
- responsibility for granting copyright permissions for the purpose of reprinting any of her written work;
- responsibility for granting permissions for the redevelopment and publication of her copyrighted work in foreign languages;
- ownership of and responsibility for all of her trademarks, specifically, Reading Recovery

in New Zealand, Reading Recovery in Australia, and Literacy Lessons Designed for Individuals in New Zealand; and

- responsibility for granting the Reading Recovery and/or the Literacy Lessons Designed for Individuals trademarks as requested to appropriate entities internationally when appropriate conditions and standards have been met.

Given the importance and usage of her books, Dr. Clay decided to appoint a consulting editor who could select assistance from informed academics in various countries from time to time to act on particular publications. In many ways this was the model that Dr. Clay had employed in the writing of *Literacy Lessons Designed for Individuals Part One and Part Two*, 2005. Dr. Mary Anne Doyle, professor of education and Reading Recovery trainer, Neag School of Education at the University of Connecticut, accepted Dr. Clay's invitation to support the Marie Clay Literacy Trust as consulting editor.

The Marie Clay Literacy Trust is committed to supporting the mission and vision of IRRTO. The trust works with IRRTO through the executive board to ensure the ongoing quality and international growth of Reading Recovery.

Reference

Clay, M. M. (2005). *Literacy lessons designed for individuals part one and part two*. Portsmouth, NH: Heinemann.