

Influence of Marie Clay in Canada

Irene Huggins, trainer, Western Canadian Institute of Reading Recovery

In 2007–08, Canada will begin the 20th year of implementation of Reading Recovery. The first implementation began in the Scarborough Board of Education in Ontario in 1988, and in the following year in Nova Scotia. Reading Recovery is currently implemented in 8 of the 10 provinces and in The Yukon. Currently, there are 4 trainers, 100 teacher leaders and more than 2,000 Reading Recovery teachers providing Reading Recovery instruction to over 14,000 students each year. Since 1995, national data has been collected, and more than 120,000 Grade 1 students have participated in Reading Recovery.

In the early years of the implementation of Reading Recovery in Canada, teacher leaders were trained at The Ohio State University or the College of Education in Auckland, New Zealand. In 1992, it was evident that the implementation in Canada had grown to a level that required a national coordination system and, with Dr. Clay's support, the Canadian Institute of Reading Recovery was established.

The Canadian Institute of Reading Recovery

The Canadian Institute of Reading Recovery (CIRR™) was established in 1992 to make available the training for Reading Recovery teacher leaders in Canada and to ensure the continued support of these teacher leaders. The Western Canadian Institute of Reading Recovery, located in Manitoba, was established in 1995, and the Eastern Canadian

Institute of Reading Recovery, located in Nova Scotia, was established as a teacher leader training institute in 2003. The Central Canadian Institute of Reading Recovery was established in Ontario. Clay provided guidance to the trainers in their work at the institutes and supported the training and professional development of teacher leaders by teaching courses and presenting sessions at teacher leader professional development forums.

Clay granted the CIRR the right to register the royalty free trademark Reading Recovery for Canada, in order to ensure quality control of this early intervention.

The CIRR is a nonprofit organization registered as a charity under the Canadian Corporations Act. Its board of directors is responsible for appointing staff, preparing and managing fiscal matters, ensuring that standards are met, and maintaining quality control across the country. Clay often attended the CIRR Board meetings to provide guidance and support to the directors. She also participated in national planning sessions with department of education staff, university faculty staff, school district administrators, trainers, teacher leaders, teachers, and CIRR Board members sponsored by the CIRR in April 1997. The report she submitted provided direction for the implementation of Reading Recovery in Canada. Clay was honored by the CIRR Board of Directors at the national conference for her ongoing support to Reading Recovery in Canada.

Reading Recovery in French

Clay was also involved in the expansion of Reading Recovery in French, one of the official languages in Canada. The first phase included the adaptation of *An Observation Survey of Early Literacy Achievement* which resulted in *Le sondage d'observation en lecture-écriture* (Clay, 2003). Reading Recovery was first offered in French in 2000–01 in a school district in Nova Scotia. In subsequent years, Intervention préventive en lecture-écriture has been implemented in Nova Scotia, Ontario, New Brunswick, and Prince Edward Island. Expansion of Intervention préventive en lecture-écriture to French Immersion schools is currently under way.

Education in Canada

When Marie Clay was president of the International Reading Association (IRA) in 1992–93, she visited most provinces in Canada to promote the role of the IRA and early literacy instruction. She continued her support by presenting sessions at conferences of the local chapters of the IRA. Throughout the years she visited many regions of Canada to provide leadership and support for literacy instruction. Clay's research and publications will be used by teachers and administrators in schools across Canada who want to improve and maintain high-quality literacy instruction for all children.