

Around the World With Reading Recovery

Barbara LFD Warren, Reading Recovery Teacher, Department of Defense Schools–Europe

Reading Recovery training and subsequent teaching has changed my life. I was fortunate to complete my Reading Recovery training in Vermont during 1994–1995 and teach there for another year—time enough to convince me of its value. I experienced for the first time in my 20-plus-year teaching career exactly how challenging learning to read and to write was for some youngsters. I was now gifted with observation skills and teaching strategies which helped me look more keenly at each child's process.

In 1996 I began my journey to take what I knew about Reading Recovery around the world, first to the Pacific island of Saipan. There I taught a first-grade general classroom, incorporating valuable strategies I had learned in Reading Recovery training to assist the island children in their early literacy development. After 3 years I moved to the nearby island of Guam where I began my Reading Recovery teaching career with the Department of Defense Schools. In this remote location my teacher leader and our continuing contact sessions were in Okinawa, Japan. My adventure with

Reading Recovery and travel next took me to 2 years on the Portuguese Azorean island of Terceira. For those 2 years my teacher leaders were in Germany and Italy and continuing contact meetings took place in England. Finally leaving island life, I am now in Germany. For the first time since Vermont, not only am I in the same country, I am in the same building as my teacher leader and continuing contact!

Yes, my Reading Recovery life has been full of personal and professional adventures!

Applying Lessons Learned From Reading Recovery

Kathy Manning, Director of Title IA, Coordinator of State Reading Recovery Funds, Maine Department of Education

Reading Recovery was first described to me by the superintendent of Darke County Schools, Robert Lance, at a regional Title I meeting. It was described as an important program and one that he would encourage us to investigate. Even though I was very close to completing a master's program in reading at the University of Dayton—and not all that interested in attending any more classes—I piled into a car with three other county coordinators and went to the Ohio Reading Recovery Conference. Not traveling in style, we shared one room and talked all night about what the program had to offer. I was hooked and back to attending classes.

That decision to train as a Reading Recovery teacher has impacted my life in a number of ways. Having colleagues observe your work to help you learn about yourself is really important. Having data is essential if the task is going to be done well and data presentations are to be interesting. Learning doesn't stop at the completion of a program or course. Everyone can learn. Record keeping is great, but it isn't an easy thing to do. And I learned that I would never be a person to travel in style!

Often I wish that there was a behind-the-glass session at the work I do now.



Kathy Manning, director of Title IA, Coordinator of State Reading Recovery Funds, Maine Department of Education.