



International Development in Oceania Committee Report to NZLA 2023

INTERNATIONAL LITERACY ASSOCIATION

Special Interest
Groups

US Chapters

National Affiliates

7 International Regional
Committees

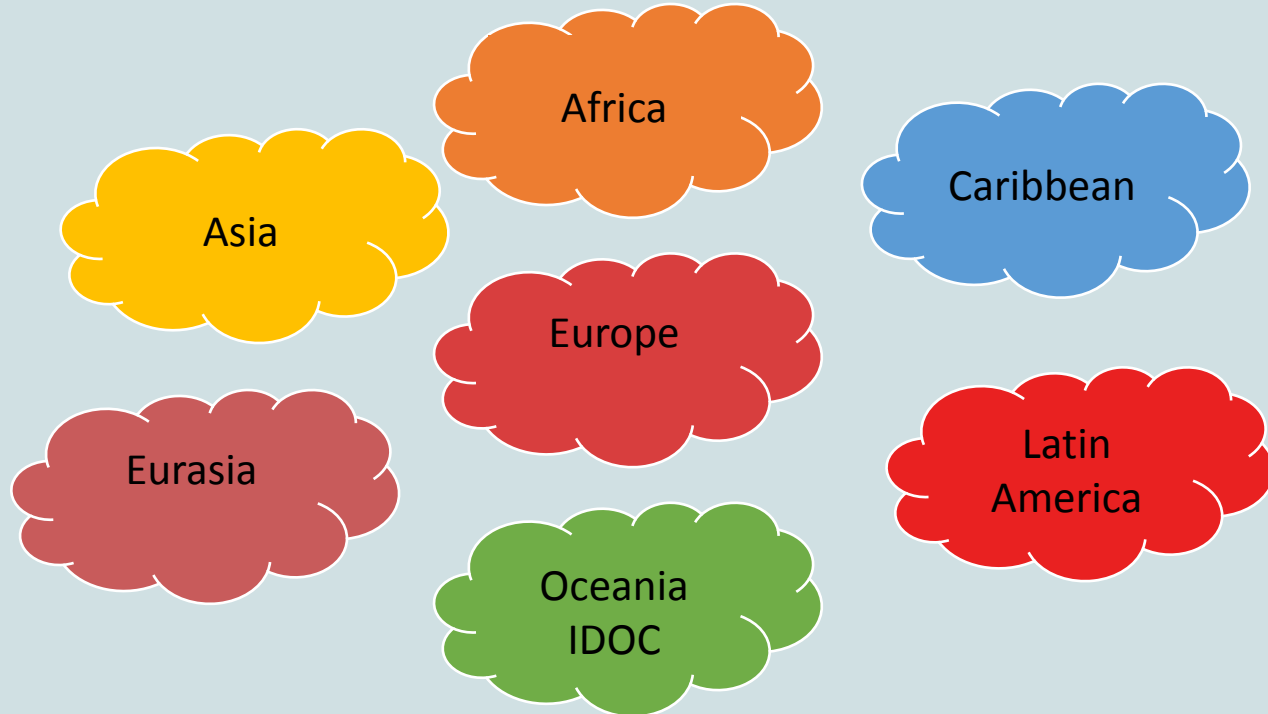
IDOC: Representatives from
ALEA, NZLA and the Pacific
region

 AUSTRALIAN LITERACY
EDUCATORS' ASSOCIATION

 New Zealand
Literacy
Association



Global regions/committees



Current IDOC members May 2023



- Chair: Judith Woodham, NZLA
- Treasurer: Glenice Andrews - NZLA treasurer
- Secretary: Jill Colton - ALEA
- Katina Zammit - President, ALEA
- Sarah McCord - President, NZLA
- Wendy Carss - ILA global committee, NZLA exec member
- Apolonia Tamata - Fiji representative
- Roberta Murray Cook Island representative.
- Carol Leo/Albiri - Papua New Guinea



The work of IDOC

- Funded annually from ILA
- Meet regularly via zoom
- Responsive to local needs
- Tailored to specific locations
- Subject to constant review
- UN International Decade of Indigenous Languages (2022-32)





Revitalising and maintaining indigenous languages: Webinar 16 Aug 2022

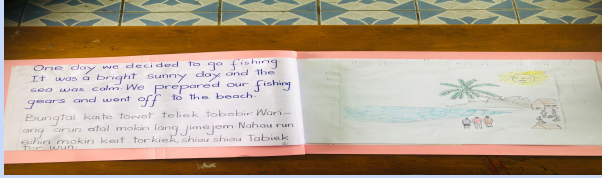
Speakers:

- Te Wai Pounamu Teinakora
- Dr Apolonia Tamata - revitalisation of the Fijian language through teacher-created information texts.
- Carol Leo & Katina Zammit: Translanguaging: connecting to the meaning of English texts in Yr 4.
- Additional recording - Janet Armitage: Anangu practices of literacy.

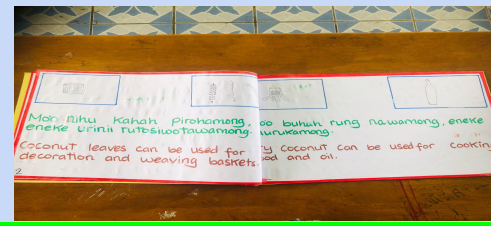


Bilingual Big Book Writing Workshop - Carol Abiri Leo (PNG) & Katina Zammit (ALEA President)

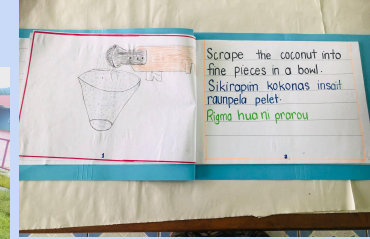
- Over 3 days - 8 big books written in Tok Ples, English and Tok Pisin with drawings/ photos plus text, culturally relevant topics
- Classroom teachers, student teachers and teacher educators
- Will be digitised for paper-based big books and shared
- Use of these Tok Ples bi-multilingual big books with children will support them in learning to read and to hear their Tok Ples language
- Develop awareness of the importance of preserving their own language



Going fishing-Tao language



Uses of coconut-Siwai language

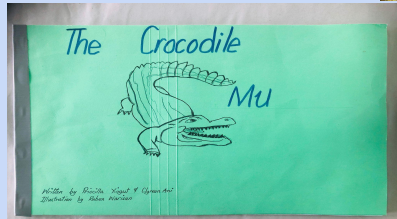


Duo sandwich- Duo language

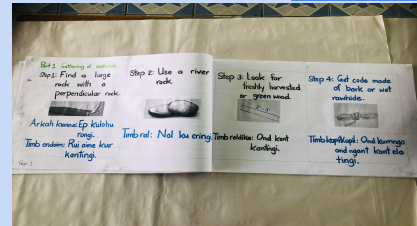
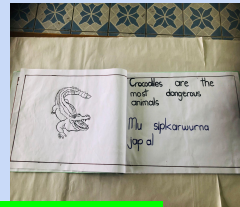
Carol and Katina-Facilitators



Bilingual big book project-Wewak, East Sepik Province, PNG



Crocodile-Manamb language



Stone axe- Melpa language



Apii Takitumu



Apii Te Uki Ou

Maui Joseph
Principal
Apii Takitumu



Carly Ave
Principal
Apii Te Uki Ou.



Cook Island Project:



REVITALISATION OF COOK ISLAND MĀORI

Creating Resources For Students To Enhance Māori Oral Language

- 5 years creating quality, engaging Te Reo (the language) resources for students, most of whom are second language learners of their own language.
- Classroom wall posters
- Classroom big books
- Classroom sentence prompts for games
- Classroom resources on Google Slides
- Google Doc collaborative planning
- Videos for parents to use at home

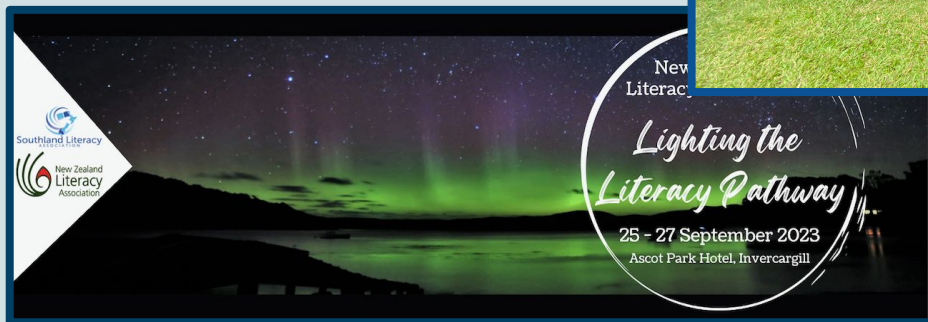
Outcomes

- Teachers collaborating to make resources
- Students have visual aids to support writing
- Students enjoy writing in Te Reo Māori



ALEA usually sponsors two Pacific teachers to their conference





Books for Oceania: Book donations to go to the Government Middle school, Tu'aliku o' Pilalevu.





*Thank you for the ongoing
support with Books for
Oceania!*





Nicola Wedderburn
Executive Director



Kia Brown-Dudley
President ILA 2023-24

ILA

ILA Journals

JOURNAL OF ADOLESCENT & ADULT LITERACY

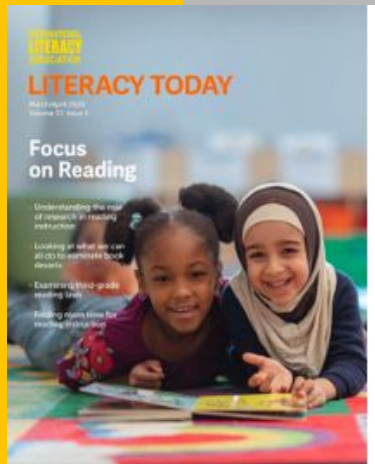


READING RESEARCH QUARTERLY

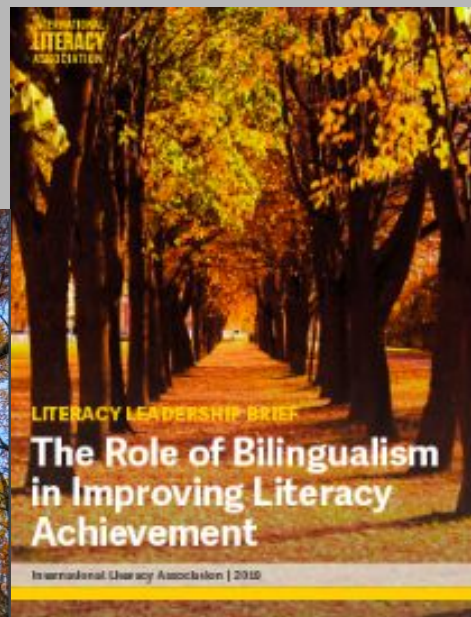
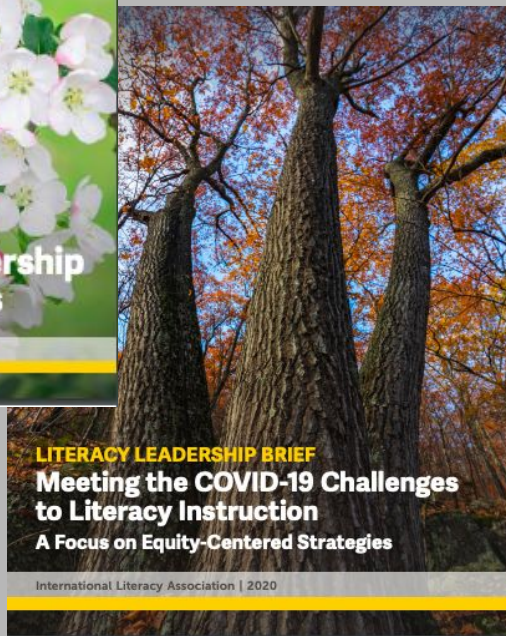


New editorial board - US,
UK, Canada, Norway

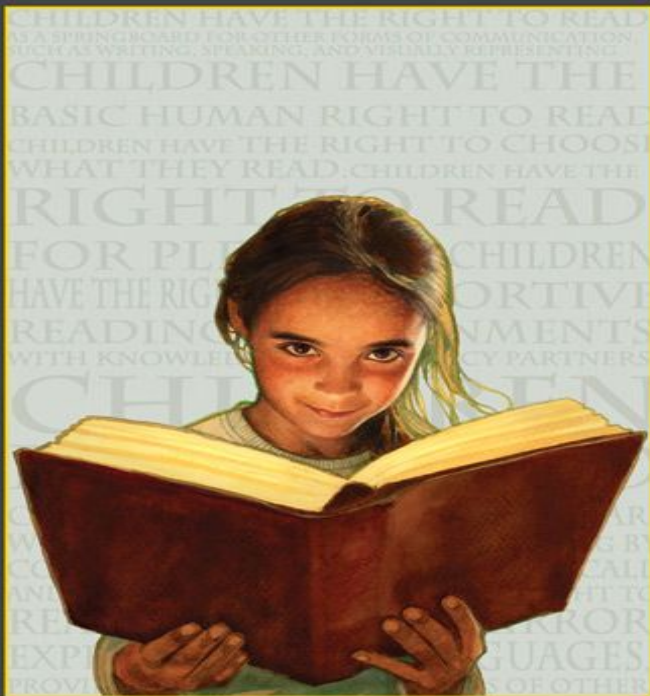
THE READING TEACHER



ILA



Children's Rights to Read



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INTERNATIONAL
LITERACY
ASSOCIATION

Children's Rights to Read

1. Children have the **basic human right** to read.
2. Children have the right to **access** texts in print and digital formats.
3. Children have the right to **choose** what they read.
4. Children have the right to read texts that **mirror** their experiences and languages, provide **windows** into the lives of others, and open **doors** into our diverse world.
5. Children have the right to read for **pleasure**.
6. Children have the right to **supportive** reading environments with knowledgeable literacy partners.
7. Children have the right to extended **time** set aside for reading.
8. Children have the right to **share** what they learn through reading by collaborating with others locally and globally.
9. Children have the right to read as a springboard for other forms of **communication**, such as writing, speaking, and visually representing.
10. Children have the right to benefit from the financial and material resources of governments, agencies, and organizations that **support** reading and reading instruction.



ILA Resource Collections

Webinars

INTERNATIONAL
LITERACY
ASSOCIATION

ILA WEBINAR

**Fact-Checking the
"Science of Reading":
Claims, Assumptions,
and Consequences**

FEATURED SPEAKERS



ROB TIERNEY



P. DAVID PEARSON

Our orientation to literacy, like the chapters in this book, is multilayered, drawing from an appreciation of literacy as, at once, social, cultural, political, and cognitive, as students engage in new literacies that we had only begun to imagine even 10 years ago. Accordingly, we posit the notion of teachers as cultural workers, or ecopedagogues, ¹ to capture the fundamental commitment to the ecology of learning and the idea that cultural, social, and historical affordances shape learning—and teaching—at every turn. We regard setting (the total context of teaching) as the starting point for addressing, celebrating, and taking advantage of the diversity students bring to our classrooms. Best practices, it follows, will always be situated and responsive to the students and settings in which teachers teach.

Tierney, R. J., & Pearson P. D. (2023). Epilogue: Literacy practicing: Repositioning teachers as cultural workers and ecopedagogues toward creating learning cultures. In L. M. Morrow, E. Morrell, & H. Casey (Eds), *Best practices in literacy instruction, 7th edition* (pp. 453-465), Guilford Press