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## NEW MEMBERS OF INTERNATIONAL LITERACY ASSOCIATION'S BOARD OF DIRECTORS BEGIN TERMS

Newark, Del. (July 3, 2018) — The International Literacy Association's (ILA) Board of Directors has four new faces. Kathy N. Headley, professor of literacy and senior associate dean at Clemson University, started her yearlong tenure as vice president on July 1, and the Board welcomed three newly elected members-at-large: Juli-Ann Benjamin, Wendy Carss and Kenneth Kunz.

Headley brings with her an expertise in adolescent literacy and writing with a specialization in comprehension and vocabulary. She has chaired and participated on numerous committees for ILA, the South Carolina State Council of the International Reading Association and state departments of education, including ILA's Adolescent Literacy Committee. This isn't her first time serving on the Board; Headley's first stint as a member-at-large ran from 2010–2013. In this new role, she plans to use her experience to position the organization as the leader in global literacy.

"Our roles as educators, particularly as literacy educators, are critical for addressing current challenges," said Headley. "Our voices must add to the conversation across our communities and schools for a better future today."

New Board member Carss, who hails from New Zealand, hopes her global perspective will assist in this goal.

Carss taught for 18 years in New Zealand primary schools, mostly in underserved areas, before she joined the University of Waikato as lecturer in literacy education. Her research interests include the beliefs and practices of first-year literacy teachers, the use of digital technologies to support literacy learning and the use of teacher-created informational texts to support cultural and linguistic diversity. In addition to her four-year term (2008–2012) as president of the New Zealand Reading Association (now the New Zealand Literacy Association), she's involved in several international committees and boards, including the International Development in Oceania Committee, and she has presented at conferences and cofacilitated workshops around the world. During her term, she hopes to help ILA continue to grow its global presence.

"Utilizing my experiences in leading a strong international affiliate and an active ILA regional committee, I believe I can assist in promoting increased collaboration and open communication within the international community," she said.

Benjamin, a veteran of the New York City Department of Education and an instructional coach and leadership mentor in Newark, NJ, has previously worked in village schools in Africa, as well as in India's Delhi Public Schools (DPS). The experiences have shaped her as both a teacher and a leader and led her to want to serve on ILA's Board.

"As an ILA member with Indian and West Indian heritage, my hope would be to actively promote ILA's mission and vision of literacy for all across the globe," she said. This, coupled with her work in underserved urban schools, fuels her passion for incorporating culturally relevant literature in the literacy classroom.

Rounding out the new additions is Kunz, the K–12 Supervisor of Curriculum & Instruction for the Middlesex School District, NJ, and president of the New Jersey Literacy Association. His advocacy efforts have focused on addressing the need for access to books. In addition to coauthoring a book on literacy best practices, *Breaking Through the Language Arts Block: Organizing and Managing the Exemplary Literacy Day* (Guilford), he received the 2014 Edward Fry Endowed Graduate Fellowship at Rutgers University and was nominated for the 2007 Governor’s Teacher Recognition Program in New Jersey. Like Benjamin, he is a frequent participant of the monthly #ILAchat. Aligned with ILA’s strategic plan, his goal is to “help ILA form even stronger networks that inspire teachers from everywhere to get involved.”

Their terms will run from 2018–2021. Headley will assume the presidency after Bernadette Dwyer’s term ends June 30, 2019.

ILA extends its best wishes to the newly elected officers.

***About the International Literacy Association***

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 78 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. ILA’s Standards for the Preparation of Literacy Professionals 2017 provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit [literacyworldwide.org](http://literacyworldwide.org).

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