



Canadian Education Association 2010-2011 Annual Performance Report



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1.0 WHO WE ARE

Founded in 1891, the Canadian Education Association (CEA) is one of a very few pan-Canadian educational organizations in Canada today and the **only one** that has been an important presence for 120 years. CEA is a federally incorporated not-for-profit organization with charitable tax status under the Canada Revenue Act. CEA's endurance reflects a sophisticated understanding of critical and timely educational issues and trends. Its strength lies in the strategic roles it plays in the Canadian education scene: as a thought and action leader, a connector, and a knowledge mobilizer. In all its roles, CEA helps to generate and advance ideas that lead to greater student and teacher engagement; to teaching that inspires all students to learn; and to schools that ensure both equity and excellence to meet the developmental needs of all learners in our global and changing society.

As a thought and action leader, CEA works with governments, school districts, faculties of education and other stakeholders across the country to develop ideas about teaching and learning that can lead to innovations that get us much closer to our aspirations of transforming education. CEA brings together and supports cross-Canada networks of 'thinkers and doers' in the education research, policy, and practice fields and outside of education in the not-for-profit and business sectors. CEA's membership and other active networks include governments, school districts, parents, teachers, universities, and individual researchers, as well as private sector and community organizations.

For more information: www.cea-ace.ca

2.0 CEA'S STRATEGIC FRAMEWORK

CEA is a "thought and action centre for transformation in education" and has the following operational goals:

- Become the leading authority ("go-to source") on transformation/innovation in education;
- Produce and disseminate leading research and opinion;
- Influence the education agenda by addressing policies and outcomes around student learning;
- Mobilize action through the network of educators who support the work of CEA;
- Increase and diversify funding for CEA in support of its core mission.

Three overarching and interrelated strategies – Idea Generation, Mobilization and Communications - inform programs of work that advance an agenda of transformation in education and further develop the organization. To achieve the organization's goals, CEA staff and volunteers will:

- Generate ideas through, for example, the development of concept papers, surveys, research reviews, reports of advisory groups, etc.

- Mobilize by convening events (symposia, summits, panel discussions, public forums, virtual networks, etc.)
- Communicate by disseminating CEA research and developing a more proactive voice for change with provocative exchanges through the website, *Education Canada* magazine, and the network that has convened around the student engagement research and development initiative, *What did you do in school today?*

3.0 CEA'S 2010-2011 STRATEGIC PROGRAMS

CEA's programs and initiatives are designed to engage educators, students, and the wider community in new conversations about learning that are informed by research; that ask and answer new research questions; and that share ideas and results with the world. They are primarily centered around five strategic programs: Engaging Learning; Engaging Teaching; Engaging School and Community; Engaging Canada, and Engaging Members. What follows is information on CEA's work in these areas in 2010-11.

3.1 ENGAGING LEARNING

This program furthers ideas and practices that deeply engage students in learning. The focus is on creating classrooms where students experience deeper conceptual understanding; develop critical thinking and problem solving competencies; and are directly engaged in the design and evaluation of their learning experiences.

3.1.1 *What did you do in school today?*

What did you do in school today? (WDYDIST) is a national initiative designed to capture, assess, and inspire new ideas for enhancing the learning experiences of adolescents in classrooms and schools. *WDYDIST* brings CEA's role as a centre for thought and action together by exploring leading-edge ideas through research and ensuring those ideas take hold on the ground through capacity-building. The core ideas of *WDYDIST* resonate strongly with educators, parents, and students because they capture the kind of learning we aspire to for all students.

WDYDIST is one of the few initiatives in Canada that focuses specifically on the experiences of adolescent students and the only initiative that focuses on **the powerful concept of intellectual engagement**, which includes two central ideas: *intellectual engagement* highlights the importance of relevance and rigour in learning and *instructional challenge* captures Csikszentmihalyi's theory of *flow* for learning.

The concept of intellectual engagement is particularly powerful in this regard because it connects student engagement directly to learning and speaks to the passions that many educators bring to their work for creating deeply engaging learning environments that reach the aspirations of all students. Intellectual engagement is an idea that has the potential to become **a real game changer in all schools**, challenging us to rethink not just what students learn how they learn it, but who learning is for.

Key Findings:

In its first three years, participation in *WDYDIST* grew from 10 districts and approximately 32,000 students to 18 districts in five provinces and more than 65,000 students enrolled in grade 5 through 12.

The national *WDYDIST* database of information about students' experiences of engagement in school and learning is now almost **three times larger than that database created by Canadian school districts' participation in the *Programme for International Student Assessment (PISA)***. Each year the database grows as students complete an online survey about student engagement. CEA and districts participating in *WDYDIST* now have four years of data indicating that:

- Seven out of every ten students are **socially** engaged in school: they have a positive sense of belonging, actively participate in extra-curricular clubs and sports, and feel they have positive relationships with peers.
- The majority of middle and secondary students (grades 6 - 12) are also **institutionally** engaged, meaning they are able to meet important criteria for gaining credits and graduating. About 65 percent of students, for example, tell us they regularly attend and arrive to their classes on time. For many students, however, homework completion is a challenge: only 47 percent complete their homework and hand it in on time.
- According to CEA's composite measure of **intellectual** engagement, just over half (51%) of students completing the survey across Canada are engaged in their learning. Seven in 10 students consistently make an effort to do well in class, but only 31 percent are interested in their schoolwork.
- Data from CEA's unique measure of **instructional challenge** (based on Csikszentmihalyi's theory of flow) also tells us that approximately 55% of middle school students and 50 percent of secondary students experience appropriate levels of challenge in their Language Arts, Mathematics, and Science classes. The remaining 45-50 percent of students either find their work too hard or too easy.

Across four years of data we are seeing a number of patterns in student engagement. We've captured one of these patterns in the **WDYDIST student engagement infographic**: while large numbers of students in Grades 5 and 6 are engaged in their learning, levels of intellectual engagement begin to fall in Grade 7 and continue to fall quite dramatically until Grade 9 where they remain around 40 percent until Grade 12.

WDYDIST continues to provide CEA with unique opportunities to make a difference in students' experiences of engagement in school and learning through research and field development activities, presentations, and workshops that provide participants with new ways of thinking about educational change.

Research:

In May 2010 work began on identifying data from the national *WDYDIST* database as the basis of numerous research reports. Data to answer questions such as “What is the relationship between instructional challenge and intellectual engagement?” has been provided by Doug Willms (Professor and Director of the Canadian Research Institute for Social Policy at the University of New Brunswick (UNB) for all 4 reports. Dr. Willms also provided a new set of data on Aboriginal and New Immigrant Learners’ experiences of engagement. Writing and publishing the remaining reports will take place throughout the 2011-2012 fiscal year. In the fall 2010, CEA also published two tools profiling ideas to support students’ participation in the survey process and their involvement in interpreting and responding to data were published this year.

Field Development:

- In partnership with the Halifax Regional School Board (HRSB), CEA developed **the first *WDYDIST* Innovation Site** in September 2010. CEA, the HRSB and Sir Robert Borden Junior High School each identified three objectives to guide support, learning, and documentation of the social innovation process. CEA provided ongoing support to the school and will produce a first-year report in the fall of 2011 to document lessons learned about school-level innovations in leadership, classroom practice, and student leadership.
- CEA also continued to provide professional development to school and district teams that were new to the initiative through day-long orientations to the core ideas and data of *WDYDIST*.

Workshops:

- *WDYDIST District Team Conference*: CEA partnered with the Saskatoon Catholic and Public School Boards to host a *Change Leadership* workshop for *WDYDIST* districts in March 2011 in Saskatoon, SK. Deborah Helsing from the Change Leadership Group at the Harvard of Graduate School of Education led participating district teams through a highly interactive 2½ day workshop on leading for instructional improvement.
- *Social Innovation Workshop*: CEA hosted a workshop for *WDYDIST* districts in the fall of 2010 led by Frances Westley (Chair, Social Innovation Generation, University of Waterloo) and Penny Milton (former CEA CEO) in Toronto, ON. School District teams explored ideas and strategies emerging from the growing field of social innovation. The workshop examined change through a lens of innovation and set a context for exploring how the core ideas of *WDYDIST* could be tested through new classroom, school, district, and provincial practices.

Presentations:

In November 2010 CEA also facilitated 3 sessions at the York Region District School Board’s *Quest Conference* and presented on *WDYDIST* as a knowledge mobilization strategy to French- and English- speaking audiences at the *Ontario Education Research Symposium* in February 2011.

Future Directions:

CEA is now well positioned to take what it has learned over the past few years to extend the reach and deepen the impact of *WDYDIST* nationally and internationally. CEA's knowledge and experiences also provides a solid foundation to explore new public and private partnership opportunities where potential exists for new organizations to become champions of the initiative by promoting its ideas and/or providing new resources to support its future operations.

WDYDIST has become one of CEA's signature initiatives and a lever for achieving the changes we want to see in schools across Canada. The support received by Sustaining Members continues to uncover how superintendents, principals, teachers, and students can work to transform complex education systems and learning environments into arenas that prepare all students for the opportunities and challenges of the 21st century.

3.2 ENGAGING TEACHING

This program complements the Engaging Learning program. It grew out of *WDYDIST* where teaching and learning are understood as reciprocal processes. Preliminary work in developing our knowledge base about engaging teaching included conversations with educators, government officials and academics in Ontario, Alberta, and Nova Scotia. These conversations led to a focus on the question: "Are Canadian teachers able to teach the way they aspire to and, if not, why not?"

3.2.1 Teachers' Aspirations Project

The first major initiative under Engaging Teaching began in 2010-11 through a collaborative research and engagement project between CEA and the Canadian Teachers' Federation (CTF). Called *Teaching the way we aspire to teach - now and in the future* (the Teachers' Aspirations Project), the rationale for the project is summarized below:

"Conversations with teachers who have spent some time in the profession often reflect a tempering of the high ideals with which they began their careers. While they are still hopeful about the work they are doing, there is a sense from many that factors beyond their immediate control prevent them from fully realizing their original vision of what their professional life was going to be like. In short, there is a noticeable difference between the teacher they aspire to be and the teacher that they feel they are required to be."

The aims of the Teachers' Aspirations project include:

- To contribute to improving the tenor of current public conversations about teaching;
- To support teachers as thoughtful and informed contributors to a dialogue on creating schools as places of innovation, ingenuity, and creativity;
- To contribute to building a system for the future that enhances the capacity of teachers and students to engage successfully; and
- To generate compelling ideas to frame local actions and policy proposals to improve the context for teaching and learning now and in the future.

Future Directions:

The project includes focus groups with teachers across Canada, possibly followed by an online survey. In partnership with provincial teachers' federations, CEA will organize a series of focus groups with teachers in all regions of Canada. The facilitators will use a modified 'appreciative inquiry' approach that provides teachers with the opportunity to:

- Speak about positive experiences they have had teaching the way they aspire to teach;
- Reflect on what they see as standing in the way of teaching the way they aspire to teach;
- To explore what their aspirations for the future might look like. For example, will teachers aspirations be the same in 2025 as now? Can they expect changes in professional expertise? Will there be new and different barriers?

CEA and CTF will publish a joint report with the findings and implications late in the fall of 2011. Decisions about follow-up activities, such as an event to discuss the practice and policy implications of the report, will be made in the fall/winter 2011/12.

3.2.2 *Teaching Out Loud* Podcast Series

With the support of a project grant for the Ontario Media Development Corporation's Digital Magazine Fund, CEA developed the *Teaching Out Loud* Podcast Series. These 20-minute audio episodes contain in-depth interviews with teachers across Canada to share their vision, ideas, and practices about timely issues such as teacher merit pay, teacher education, and professional development. A blog post offering additional insights from the audio content accompanies each Podcast, and provides the opportunity for educators to offer their own written reflections on what they're hearing, which has created a desired multidirectional flow of ideas, learning, and creative energy. This content resource represents a great starting point for important conversations that need to take place in staff lunchrooms among educators.

3.3 ENGAGING SCHOOL AND COMMUNITY

The links between school and community are critical because the learning of young people takes place both in and outside of the school, and the public education system needs the support of the wider community to meet its goals. This program began in 2009 with the development of a concept paper on youth confidence in learning and an initial program design for a research and engagement initiative that would include young people, communities, and schools working together.

3.3.1 Youth Confidence in Learning and the Future

The Youth Confidence in Learning and the Future project is a collaborative research and engagement initiative between CEA, and five Ontario social planning councils, and eight school districts. It is jointly funded by CEA and the Ontario Trillium Foundation. The aims are to explore

young people's learning both in and out of school, to find ways for schools and communities to work together to support young people's learning, and to involve young people as partners in school and community change.

2010-11

- A survey has been completed by over 1,000 students in five communities in Ontario: Toronto, Hamilton, Halton Region, Sudbury, and Peterborough;
- A preliminary analysis of results has been discussed with social planning councils and several school districts;
- Social planning councils will develop action plans for review and input by their school districts;
- A CEA report with findings and policy and practice implications will be released in 2012.

3.4 ENGAGING CANADA

This program of work seeks to both broaden and deepen a countrywide dialogue about the needs for and direction of transformation in education. It also aims to expand our network of like-minded organizations and individuals while elevating the slices of innovative work and research from the margins to the forefront. Developing a strong narrative for transformation will broaden the audiences that regard CEA as an authoritative and provocative voice while building influence and understanding among partners and stakeholders in the field and online.

3.4.1 Canada-U.S. Colloquium on *Achieving Equity Through Innovation*

CEA and the Stanford Center for Opportunity Policy in Education (SCOPE) co-hosted a two-day invitational event in October 2010, which was attended by over 100 participants from across Canada and Internationally. It explored equity challenges and prospects in Canada and the U.S., in particular whether innovative policies and practices can change the pattern of achievement and educational opportunities in public schools in both countries. By international standards, Canada is considered to be a high equity, high quality education system, although significant challenges remain for engaging and supporting all students. In the U.S., innovative approaches have and continue to be developed and applied to support school reform and student success. However, gaps in student achievement and educational opportunity remain substantial. From different starting points and with differing contexts, the two countries shared a need to further explore approaches to advance equity in education.

Presenters from Canada and the U.S. prepared 'provocation papers' which set the stage for the discussions. Paper authors include Ben Levin, Ontario Institute for Studies in Education (OISE/UT); Dennis Sumara and Brent Davis, University of Calgary; Mary-Lou Donnelly, Canadian Teachers' Federation; Prudence L. Carter, Co-Director of SCOPE; Becky Pringle, National Education Association, U.S. Papers and presentation videos are available on the CEA website (<http://www.cea-ace.ca/events/achieving-equity-through-innovation-canada-united-states-colloquium>).

Future Directions:

- Develop a joint CEA-SCOPE equity theme issue of *Education Canada* using the best of the provocation papers as the basis. An introduction developed by CEA and SCOPE would be included to provide a coherent framework;
- Explore the possibility of a discussion paper that would highlight issues and options related to the collection of demographic information from/about students (e.g. socio-economic status, racial data, disability, Aboriginal status). This is an issue that was previously identified by CEA's research advisory committee and reinforced by Colloquium participants as being critical for monitoring equity and other educational goals;
- Explore strategic, externally-funded research or knowledge mobilization possibilities related to equity and innovation.

3.4.2 Public Forum: *Equity in Education: What can schools do?*

CEA and SCOPE co-hosted a public forum held in conjunction with the Canada-U.S. Colloquium, *Achieving Equity Through Innovation*. The Forum was supported by the Ontario Ministry of Education and the Ontario Teachers' Federation.

The Forum was based on the view that we cannot afford for our children to fail in school. While Canada has been more successful than the U.S. in addressing achievement gaps, both countries have faced successes and challenges in creating equitable and high quality public school systems. Expert speakers including Ben Levin, Canada Research Chair in Education Leadership and Policy (OISE/UT); Carol Campbell, Executive Director, SCOPE; Prudence L. Carter, Co-Director, SCOPE; and Jeff Kugler, Executive Director, Centre for Urban Schooling (OISE/UT) discussed these challenges and successes and shared strategies to improve the education and opportunities for all our children. Former CEA CEO Penny Milton moderated the session.

3.4.3 CEA and Social Media

CEA's efforts to leverage the potential of social media in engaging Canadians into a conversation about transforming public education is gradually paying off. Current analytics reveal that the CEA and staff Twitter accounts, the CEA Blog, and CEA commentary posted to external education blogs are driving increasing amounts of traffic to the CEA website. This is particularly the case with Twitter, where Personal Learning Networks (PLNs) of forward-thinking teachers are emerging. CEA's new blog also represents a key element in articulating our position as a go-to source for informed commentary and information. The CEA blog aligns ideas, opinions, and research content to cultivate interactivity with and among users. These blog postings represent a key content component of CEA's new website in an effort to become a virtual go-to place for education stakeholders, policymakers, researchers, media, and the general public.

These ongoing social media ‘touch points’ (interactions with users on blogs/Twitter), combined with ‘push/pull’ strategies (CEA commentary on external social media) are essential in maintaining momentum in our ongoing interaction with existing and potential members and funders. They also provide CEA with credit for its ideas and initiatives.

3.5 ENGAGING MEMBERS

This program builds CEA’s membership base and thereby increases membership fee revenue. In addition, engaging members in support for and engagement with a transformative agenda strengthens CEA’s work and presence while advancing the impact of our work.

CEA members share a deep commitment to the essential values of a high quality education for all young people, an appreciation for what education does so well, and sincere aspirations for what it can become. CEA Members include school districts; faculties of education; associations and organizations; corporations and individuals.

For a full list of CEA Members please refer to: <http://www.cea-ace.ca/about-us/current-members>

4.0 KNOWLEDGE MOBILIZATION

As a knowledge mobilizer, CEA “moves knowledge into active service for the broadest possible common good”, to borrow the Social Sciences and Humanities Research Council of Canada (SSHRC) definition. Knowledge mobilization is the process whereby research evidence is made available to those who need it and will use it, including policymakers, practitioners, the public, parents, and the media. Knowledge mobilization in education has become the focus of growing national and international attention because education, unlike other professional fields such as healthcare/medicine, does not have a history of research and research use. Intermediary or broker organizations are being recognized as extremely important in the knowledge mobilization process. CEA, because of its pan-Canadian reach, its well-established networks, its credibility with different audiences and stakeholders, and its use of social media and other communications strategies, is ideally situated to play this role.

4.1 Website

CEA launched a new website in September 2010 that melds rich content with user interaction, including an electronic version of *Education Canada* Magazine. With its clean interface and easy-to-update functionality, the website is often updated with new and relevant content.

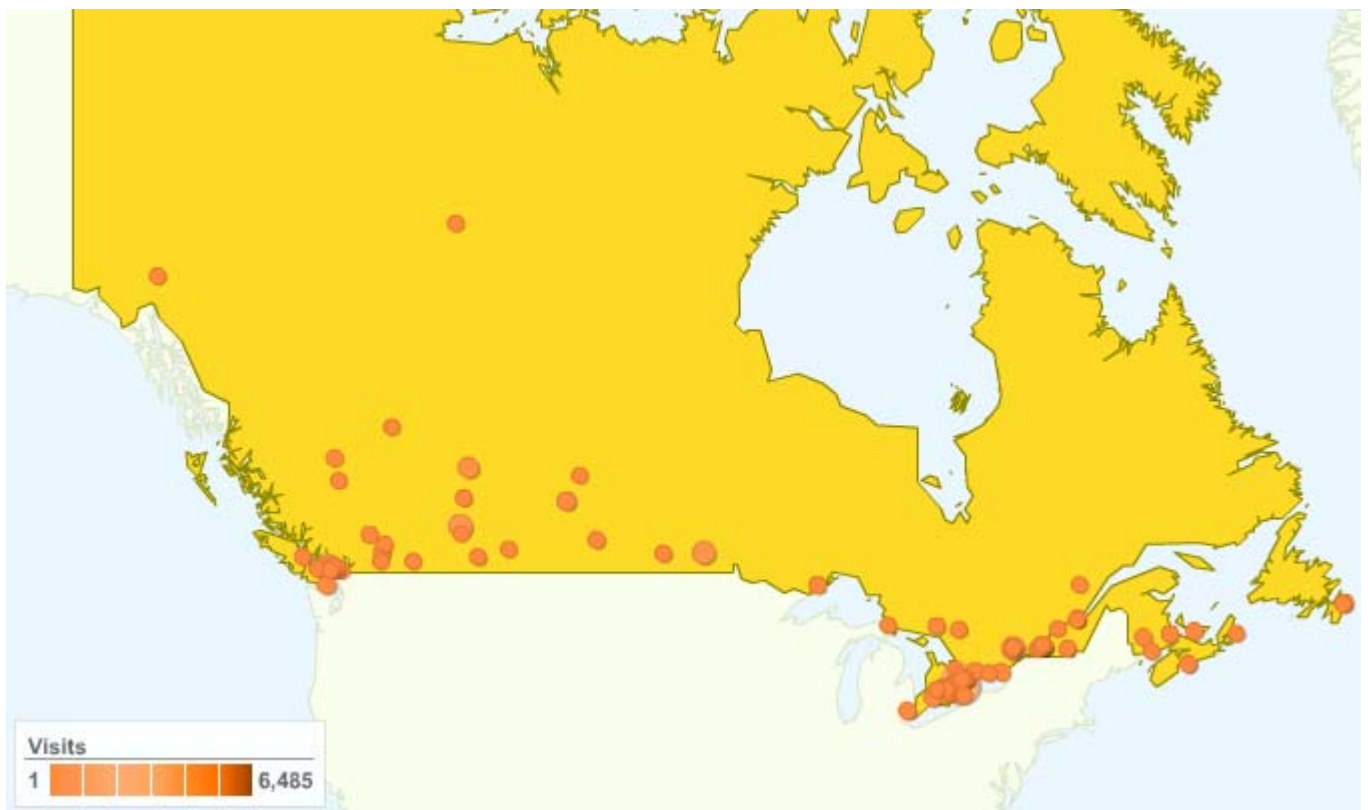
Notable improvements to CEA’s website include:

- Full PDF copies of all CEA research publications since 2003
- Video and Podcast gallery
- Ad-driven online edition of Education Canada
- Dedicated event and initiative pages
- Tag-based content generation

- An interactive blog that allows users to comment and vote

In addition, CEA adopted a Creative Commons copyright policy that allows users to copy, reproduce, and distribute selected articles/research reports from our website. Users are required to credit the author and publisher, and are not allowed to modify the articles/reports. Hundreds of past *Education Canada* authors also endorsed this idea and granted permission for their articles to be posted online under the new license. As a result of this decision over 500 past *Education Canada* articles are now available online for users to download and share.

Statistically speaking, CEA’s content was accessed by users in over 190 countries, and from almost 1,000 different Canadian municipalities (see Visitor Map).



Visitor Map: Overview of annual visitors to CEA’s website by volume.

4.2 The Facts on Education Series

Led by CEA and Dr. Ben Levin, Professor and Canada Research Chair in Education Leadership and Policy, and Principal Investigator of OISE’s Knowledge Mobilization Team, this project began with the title “Research for Parents” with the production and distribution of 250-word newsletter inserts, written in plain language on topics of particular interest to parents, such as homework, class size, student motivation, effectiveness of sex education and predicting students’ future success (see *Appendix B* for remaining titles). Each summary is based on our best interpretation

of the body of research on this topic, and also serves to debunk some myths in education. Implications of the research for schools are a major focus of the materials produced. In addition to the insert, additional resources for parents and educators are available online for each newsletter topic on CEA's website at: www.cea-ace.ca/facts-on-education

4.3 *Education Canada Magazine*

Education Canada provides quality content about transformative ideas for education. It has built a solid reputation and credibility among a network of leading education thinkers in policy and practice, who often contribute their own ideas in the form of article submissions.

Published five times a year, *Education Canada* provides its readers – which include leaders in all sectors of the education community – with unique information and insights on Canadian education thought, policy and practice. Through *Education Canada*, CEA hopes to encourage thoughtful consideration of educational issues and ideas from a Canadian perspective, to inform readers about current educational research, and to encourage dialogue and discussion about teaching and learning wherever they occur.

4.4 *Education Canada Online Version*

The online version of *Education Canada* was launched in 2010 to seize the opportunity to expand the availability of this strong credible content brand to a global audience in cyberspace. Rather than producing a carbon copy electronic version of *Education Canada*, CEA is sharing web-exclusive written content as well as multimedia content related to articles found in the print version of this publication. With a comment feedback feature enabled with each online article, this online property also serves as a space for contributing and receiving new perspectives on education and adolescent learning from across Canada and throughout the world. *Education Canada Online* is a key knowledge mobilization vehicle for CEA to pursue its role of reframing the educational debate, opening minds and encouraging the public to be receptive to new ideas in education.

4.5 *The Bulletin*

CEA's monthly electronic newsletter, the *Bulletin*, provides brief summaries of the latest education news, research, and events to almost 2,500 subscribers. Through a review of our subscribers' email addresses, in addition to education, they hail from various sources including ICT, the media, government departments, and international organizations. From Brazil to New Zealand, *Bulletin* has subscribers from every continent in the world.

4.6 *Information and Referral Service*

With responsibilities for education residing with the provincial and territorial governments, many Canadians seek out CEA for assistance in answering questions and making referrals to the appropriate sources. Enquiries cover a great range of issues - foreign credential assessment, to rights to public education, complaints, requests for Canadian contacts by foreign entities, and

obscure fact checking for publishers and graduate students. This service is provided free of charge.

4.7 *KI-ES-KI Handbook*

Since 1948, CEA has published its annual *KI-ES-KI Handbook*, a comprehensive, bilingual directory with over 4,000 entries of key contacts in education. As the **only comprehensive** print and online education directory in Canada, it serves as an important reference and networking tool for educators and education organizations, researchers, policymakers.

4.8 CEA Awards Program

CEA celebrates the work of innovative researchers as well as school and classroom practitioners from across the country - their contributions, their promise, and their commitment to breaking new ground and revisiting commonly held assumptions in education policy, practice or theory in Canada. These awards serve an important knowledge mobilization role by showcasing innovative and transformative ideas with educators across the country.

4.8.1 Ken Spencer Award for Innovation in Teaching and Learning

The *Ken Spencer Award for Innovation in Teaching and Learning* was established with the generous contribution of Dr. Ken Spencer to recognize and publicize innovative work that is sustainable and has the potential of being taken up by others; to encourage a focus on transformative change in schools; and to provide profile for classroom innovation within school districts, schools and the media.

CEA awarded first, second and third place awards to three programs that break the traditional high school model mold by reconnecting disengaged students to their own learning, to their schools, and to their communities.

The Seven Oaks Division Met School (Winnipeg MB) provides a more personal “one student at a time” approach to education through the use of real world internships; the Essex Interdisciplinary Culminating Project (Toronto, ON) is helping students with chronic absenteeism patterns to earn credits, regain confidence, and re-engage in their schooling; and the Quest Program at Oilfields High School (Black Diamond, AB) takes disengaged youth outside the classroom to participate in a variety of challenging experiential educational activities – including service work and adventure learning – to bolster their opportunities for success.

All three winning programs demonstrate interdisciplinary approaches to reach students whose success depends on non-traditional education models with meaningful experiences that extend beyond the classroom.

Previous winners have included school districts in Nova Scotia, Saskatchewan and Manitoba.

4.8.2 The Whitworth Award for Education Research

The Whitworth Award for Education Research was first presented in 1967, and was made possible through a generous financial donation by Dr. Fred Whitworth, a former Director of the Canadian Council for Research in Education. It has, since then, recognized individuals who have made a sustained and substantial contribution to educational research over a period of time.

CEA was pleased to recognize Dr. Philip C. Abrami (Professor, Research Chair, and Director of the Centre for the Study of Learning and Performance (CSLP) at Concordia University) for his sustained contribution to improving educational research and practice in schools. Dr. Abrami's research has resulted in new practices for improving the teaching and learning of essential educational competencies, primarily through the development of computer programs. As Cofounder and Director of the internationally recognized Centre for the Study of Learning and Performance (CSLP), Dr. Abrami leads a large cadre of researchers, professionals and students who produce innovative work both in research and in the development of ground-breaking technological tools for use in elementary and secondary classrooms.

4.8.3 The Pat Clifford Award for Early Career Research

This award recognizes the work of emerging researchers - their research contributions, their promise, and their commitment to breaking new ground or revisiting commonly held assumptions in education policy, practice or theory in Canada.

CEA was pleased to recognize Dr. Carla Peck, Assistant Professor of Social Studies Education in the Department of Elementary Education at the University of Alberta, for the impact that her work promises to make for research and practice, in helping to transform teaching and learning in history and citizenship education across Canada. Dr. Peck's research demonstrates to teachers and students that their understanding of historical events is shaped, in part, by their ethnic identities, as well as their cultural, political and social environments. With a focus on developing students' ability to "think historically," students can begin to understand that they too can be authors of history. Dr. Peck was also recognized for her work in citizenship education with a focus on how teachers and students understand ethnic diversity and tolerance.

APPENDIX A: CEA COUNCIL AND BOARD MEMBERS, 2010-11

**Also members of CEA Board of Directors*

- *Dr. Bruce Beirsto, Superintendent, Richmond School District #38 (retired)
- Chantal Beaulieu, directrice générale, Commission scolaire Eastern Townships
- Karen Branscombe, Superintendent, School District 2
- John Campey, Executive Director, Social Planning Toronto
- Jennifer Corriero, Executive Director, Taking IT Global
- Paul Cuthbert, Superintendent of Schools and CEO, Evergreen School Division
- Elizabeth Costa, Mathematics Assessment Specialist, Department of Education and Early Childhood Development (Prince Edward Island)
- Mario Cyr, directeur général, Conseil scolaire francophone de la Colombie-Britannique
- *Antoine Dérose, Program Consultant, Policy, Education and Health Promotion, Centre for Addiction and Mental Health
- Roger Doucet, Sous-ministre, Ministère de l'éducation (Nouveau-Brunswick)
- Linda Drouin, directrice de l'évaluation à la Direction générale des services de l'enseignement, ministère de l'Éducation du Loisir et du Sport (Québec)
- *Carolyn Duhamel, Executive Director, Manitoba School Board Association
- Dr. Ross Elliott, Director of Education, Western School District
- Dr. Gerald Farthing, Deputy Minister, Department of Education, Citizenship and Youth (Manitoba)
- Dr. Calvin Fraser, Secretary General, Canadian Teachers' Federation
- Marian Fushell, Assistant Deputy Minister, Primary, Elementary, & Secondary Education, Department of Education (Newfoundland and Labrador)
- Dr. Michele Jacobsen, Associate Professor, Faculty of Education, University of Calgary
- Dr. Harry Janzen, Dean of Education, Faculty of Education, Vancouver Island University
- *Dr. Claire Lapointe, professeure titulaire, Faculté des sciences de l'éducation, Université Laval
- *Kevin Lukian, consultant, SCE Management Consulting
- John McAuliffe, Superintendent of Education, Learning Services Division, Greater Saskatoon Catholic Schools
- Catherine McCullough, Director of Education, Sudbury Catholic District School Board
- Wendy McLeod MacKnight, Deputy Minister, Department of Education (New Brunswick)
- Dr. Dianna Millard, Director, School Research and Improvement Branch, People and Research (Alberta Education)
- Richard Morris, Director of Financial Services, Halifax Regional School Board (retired)
- Brian O'Leary, Superintendent, Seven Oaks School Division
- *Carole Olsen, Superintendent, Halifax Regional School Board
- Dr. Shauneen Pete, President, First Nations University of Canada
- Rosalind Penfound, Deputy Minister, Department of Education (Nova Scotia)
- Hervé Poirier, Principal, École-sur-Mer (retired)
- Audrey Roadhouse, Deputy Minister, Ministry of Education (Saskatchewan)

- *Denise Rose, Superintendent of Schools, Foothills School Division No. 38
- Céline Saint-Pierre, professeure, Université de Québec à Montréal (retraité)
- *Claude St-Cyr, directeur général, Commission scolaire de la Région de Sherbrooke (retraité)
- *Dr. Ken Spencer
- David Steele, Vice President and Director, School Division, Oxford University Press
- *Raymond Théberge, Assistant Deputy Minister, French-Language, Aboriginal Learning and Research Division, Ministry of Education (Ontario)
- Dr. Ken Thurston, Director of Education, York Region District School Board
- Kate Tilleczek, Associate Professor, Faculty of Education, University of Prince Edward Island
- Janet Walsh, President, Canadian Home and School Federation
- Christie Whitley, Assistant Deputy Minister, Public Schools Branch, Department of Education (Yukon)
- Andrew Woodall, Dean of Students, Concordia University
- *Lynne Zucker, Vice President, Clinical Systems Integration, Canada Health Infoway

APPENDIX B: WEB STATISTICS

Top 5 Website Visitors by Country (after Canada)

1. United States
2. United Kingdom
3. France
4. Australia
5. India

Top Website Visitors by City



Publications Released for Download Title	Link
The Facts on Education: How Can We Prevent High School Dropouts?	http://www.cea-ace.ca/publication/facts-education-how-can-we-prevent-high-school-dropouts
The Facts on Education: How Children Learn to Read	http://www.cea-ace.ca/publication/facts-education-how-children-learn-read
What did you do in school today? Introducing Surveys to Students	http://www.cea-ace.ca/publication/what-did-you-do-school-today-introducing-surveys-students
What did you do in school today? Interpreting Data and Exploring Ideas for Improvement with Students	http://www.cea-ace.ca/publication/what-did-you-do-school-today-interpreting-data-and-exploring-ideas-improvement-students
The Facts on Education: Does Teaching Quality Make a Difference?	http://www.cea-ace.ca/publication/facts-education-does-teaching-quality-make-difference
Research Use and Its Impact in Secondary Schools: Exploring Knowledge Mobilization in Education	http://www.cea-ace.ca/publication/research-use-and-its-impact-secondary-schools-exploring-knowledge-mobilization-education
Research Use and Its Impact in Secondary Schools: Exploring Knowledge Mobilization in Education - Executive Summary	http://www.cea-ace.ca/publication/research-use-and-its-impact-secondary-schools-exploring-knowledge-mobilization-educati-o
The Facts on Education: Should Students Be Allowed to Fail?	http://www.cea-ace.ca/publication/facts-education-should-students-be-allowed-fail
The Facts on Education: Should We Be Streaming Students?	http://www.cea-ace.ca/publication/facts-education-should-we-be-streaming-students
The Facts on Education: How Useful is Homework?	http://www.cea-ace.ca/publication/facts-education-how-useful-homework
Waiting for Superman: A Canadian Perspective	http://www.cea-ace.ca/publication/waiting-superman-canadian-perspective
The Facts on Education: Do Smaller Classes Improve Learning?	http://www.cea-ace.ca/publication/facts-education-do-smaller-classes-improve-learning
2010-2011 School Calendar	http://www.cea-ace.ca/publication/2010-2011-school-calendar
Youth Confidence in Learning and the Future - A Concept Paper	http://www.cea-ace.ca/publication/youth-confidence-learning-and-future-concept-paper