



Canadian Education Association 2012-2013 Annual Performance Report



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1.0 WHO WE ARE

Founded in 1891, the Canadian Education Association (CEA) is a network of passionate educators advancing ideas for greater student and teacher engagement in public education.

CEA does this by conducting research and spreading useful ideas through its publications, website, workshops, symposia, and social media channels, supporting education systems to be more adaptive to the rapidly changing needs of all learners, and to reverse the trend of students ‘tuning out’ of their learning opportunities.

As a well-respected non-partisan ‘honest broker’ with a long track record for producing quality research and events across Canada, CEA is well positioned to support Ministries of Education in furthering some of the ambitious objectives contained within their respective education plans.

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 over 120 years. As 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.

As a thought and action leader, CEA supports a wide array of members – networks of ‘thinkers and doers’ in the education research, policy, and practice fields from across Canada –including ministries of education, school districts, faculties of education, researchers, parents, teachers, administrators, as well as education and community stakeholder organizations, and corporations.

2.0 CEA’S STRATEGIC FRAMEWORK

In 2010, CEA launched an ambitious strategic framework as a “thought and action centre for transformation in education” and established 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; and
- 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:

- 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.); and
- 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?*, and the teacher engagement research and development initiative, *Teaching the Way We Aspire to Teach: Now and in the Future*.

3.0 CEA'S 2012-2013 STRATEGIC PROGRAMS

CEA's programs and initiatives are designed to engage and support 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 centered around four strategic programs: Engaging Learning; Engaging Teaching; Engaging Canada, and Engaging Members.

In 2012-2013, CEA continued to place a particular focus on the *Engaging Learning* and *Engaging Teaching* strategic programs of work with the goal of clearly articulating what a truly innovative and transformational '21st Century Classroom' should be, as defined by practitioners and students.

What follows is information on CEA's work in these areas in 2012-2013.

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* exemplifies CEA's role as a centre for thought and action 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 Mihaly 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 and how they learn it, but who learning is for.

Field Development:

***What did you do in school today?* Professional Development (PD) Program**

CEA has leveraged the highly respected research on the critical issue of intellectual engagement from the *WDYDIST* initiative to develop a PD program. The purpose of this PD is to build school district and school capacity in addressing the intellectual engagement of students.



This PD program is divided into the following two components:

1. Assisting teachers in developing and integrating effective teaching practices that generate higher levels of intellectual engagement among students.
2. Assisting school and district leadership teams in developing the most effective approaches to supporting and promoting the use of student voice in the design of School Success Plans.

CEA contends that the engagement and achievement gaps can be narrowed by consistent use of district, school, and classroom practices known to be effective. CEA now leverages examples of schools that have seen increases in various forms of student engagement and flow by collecting and synthesizing these 'success stories'. We then share these ideas and practices that contribute to the development of equitable and effective learning environments with a focus on increasing intellectual engagement and achievement.

CEA representatives have so far delivered this new PD program to the seven Anglophone school boards in Quebec and to educators associated with Alberta's Yellowhead Tribal College. The PD development and support is ongoing in both cases.

Release of the *What did you do in school today?* (WDYDIST) Research Series

CEA launched and distributed the following series of research reports written by leading Canadian experts in the field of student engagement in September 2012 based on what it has learned over

the past few years to extend the reach and deepen the impact of *WDYDIST* nationally and internationally.

Report One: *The Relationship Between Student Engagement and Academic Outcomes*
(J. Douglas Willms, Jodene Dunleavy, Penny Milton, and Sharon Friesen)

Report Two: *The Relationship Between Instructional Challenge and Student Engagement*
(J. Douglas Willms and Sharon Friesen)

Report Three: *Trends in Intellectual Engagement*
(J. Douglas Willms, Jodene Dunleavy, and Penny Milton)

These reports have been well received by the education sector with over 1,700 unique page views and can be found at: <http://www.cea-ace.ca/programs-initiatives/wdydist>

Presentations:

CEA CEO Ron Canuel delivered several conference keynote presentations about the research and evidence-based ideas emanating from *WDYDIST* at education conferences across Canada in 2012-2013.

***WDYDIST* Video: The Power of Student Voice to Enhance Teacher Practice**

CEA produced this video in partnership with Winnipeg's Seven Oaks School Division and two of its high schools, which have been directly involved with the *WDYDIST* survey. Students, teachers, and administrators from A.E. Wright School and Maples Collegiate shared reflections on how their efforts to leverage student voice have changed their teaching practices and enhanced student intellectual engagement. This video has so far received over 500 views via CEA's YouTube and Vimeo channels. <http://vimeo.com/61528845>

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 Teaching the Way We Aspire to Teach: Now and in the Future



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). The goals of the initiative, *Teaching the Way We Aspire to Teach: Now and in the Future* are:

- 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.

Throughout 2011-2012, Phase 1 of this collaborative initiative with the CTF and its provincial/territorial affiliates consisted of 10 focus groups with teachers held in seven provinces and one territory. Using an Appreciative Inquiry method, CEA facilitators invited teachers to imagine their ideal teaching environment in areas such as personal attributes, relationships, resources, and leadership. About 175 teachers participated, about 25% of them in French.

To complement the focus group process and to reach a broader audience, CEA developed survey questions based on preliminary findings, and the CTF distributed the online survey that was completed by over 4,700 teachers in May 2012.

In July 2012, a joint research report was released at the CTF's President's Forum and the CTF's Annual General Meeting in July, 2012 in Halifax.

Highlights of the research findings

The project co-sponsors, CEA and the CTF, were heartened by the high degree of consistency and complementarity between the findings of the online survey and the focus groups. According to these findings:

1. A significant proportion of teachers have experienced teaching the way they aspire to teach, at least occasionally.
 - A large majority of the teachers who participated in the focus groups provided stories and examples of when they were at their best – “in the zone” – and teaching as they aspired to teach.
 - In the online survey, 42% of teachers reported that they frequently had opportunities to teach the way they aspire to teach and were also frequently able to be creative in their teaching practice (47%).
 - However, nearly half of teacher respondents (49%) told us they only occasionally have opportunities to teach as they aspire to teach (and 9% indicated that they rarely or never have the opportunity to do so), and 48% of teachers indicated that they are only occasionally able to be creative in their teaching practice (with 6% of teachers indicating rarely or never).
2. Although teachers are able to teach the way they aspire to teach on occasion, this does not always happen on a consistent and system-wide basis. Teacher organizations, parents, and other educational groups have consistently proposed policy changes such as reducing class size, providing adequate resources (both human and material), and allowing for more time for

reflection, planning, and collaboration. In addition to these changes, the following were identified by teachers as being key elements supporting them in teaching the way in which they aspire to teach:

- Professional learning opportunities, particularly those that are relevant and support teachers in their collaborative work with other teachers;
- Trusting relationships with students, parents, and the administration;
- Being supported, valued, and recognized as professionals by governments, the public, parents, and the school administration;
- Visionary instructional leadership;
- Policies, programs, and infrastructure that increase flexibility in the classroom;
- Assessment and reporting policies and practices that provide parents, students, and teachers with information useful to adapting learning.

3. Finally, there was significant agreement among teachers about the personal attributes of teachers that were most important. They are:

- Passion for teaching and a commitment to students;
- Caring for children;
- Knowing their students; and
- Flexibility to use one's professional judgment and expertise to make sound pedagogical decisions in the interest of student learning.

CEA and CTF were encouraged to find that “alienated teaching” does not appear to be a common feature of education in Canada. However, as our research shows, we also cannot afford to be complacent in Canada. As teachers who participated in the survey and the focus groups told us, we have a long way to go before teachers are always able to teach the way they aspire to teach and before their vision of aspirational teaching becomes a reality on a consistent and system-wide basis.

The joint report was very widely endorsed by the majority of teaching associations across Canada, demonstrated by support for a second phase of the project. A full version of the report can be found at: <http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-aspirations.pdf>

Future Directions

In an effort to directly respond to the needs of our Sustaining Members, CEA is leveraging what it has learned to date through its action-oriented research in order to support change in classroom teaching and learning in provinces and territories across the country.

As evidenced by *What did you do in school today?* and *Teaching the Way We Aspire to Teach* initiatives, CEA has carried out a strong action-research program in our *Engaging Learning* and *Engaging Teaching* programs of work over the past seven years, resulting in the recommendation

of optimal learning conditions so that *all* young people are equipped with the competencies to thrive in an uncertain future. By focusing on the relatively unexplored concept of intellectual engagement and working with students, teachers and school district leaders, CEA now has a solid understanding of what changes are required to improve learning and teaching environments in our public schools.

Engaging Learning: Through its pan-Canadian initiative, *What did you do in school today? (WDYDIST)*, a majority of the 63,000 students surveyed (59%) told us that they are intellectually disengaged from their learning and what they want is to, experience work that is meaningful, not easy; learn from each other, people in their communities and experts in the subjects they are studying; work with ideas that matter and solve real problems; engage in dialogue in their classes; be able to make mistakes and know that their learning contributes to making a difference in the world; and be respected. The majority of students also told us that they feel, anxious, bored or apathetic in their mathematics, language arts and science classes rather than interested and successful in the work they are doing. We learned through our work at a junior high school in Nova Scotia, which served as an ‘innovation site’ for CEA, that students’ intellectual engagement rates can be raised when principals, teachers and students work collaboratively and consistently on the concept of intellectual engagement and its implications for teaching and learning.

Engaging Teaching: Recognizing that learning and teaching are not separate processes, but reciprocal in nature, CEA went one step further by working with teachers across the country through the initiative *Teaching the Way We Aspire to Teach: Now and in the Future*. Teachers told CEA that key elements that support them in teaching the way they aspire to teach include: professional learning opportunities, particularly those that are relevant and support teachers in their collaborative work with other teachers; trusting relationships with students, parents, and the administration; being supported, valued, and recognized as professionals by governments, the public, parents, and the school administration; visionary instructional leadership; policies, programs, and infrastructure that increase flexibility in the classroom; and assessment and reporting policies and practices that provide parents, students, and teachers with information useful to adapting learning.

Yet, despite what has been learned, it must be acknowledged that the implementation of deep and engaging classroom learning practices exist, but they are isolated at best. This observation is what shapes much of CEA’s future orientation within the *Engaging Learning* and *Engaging Teaching* programs of work, which is two-pronged in its approach:

- 1) Continuing to directly support education stakeholders; and
- 2) Working towards uncovering the systemic barriers that stand in the way of achieving the changes we want to see in our public education systems.

CEA will continue to work to support education stakeholders such as students, teachers, principals and school district leaders on specific areas they identify as challenges. For example, CEA’s new PD offering, *Leading the Way You Aspire to Lead*, will support education administrators

in their aspirations to be pedagogical leaders rather than solely managers of the day-to-day administration of schools. But in addition to working to support learners and educators in the current system, CEA will work to identify what is preventing systemic change from taking hold? Looking beyond both the performance of the individual stakeholders and improving the practices and policies that shape today's classrooms, CEA will work to identify the underlying assumptions that keep the status quo in place on a systemic level. Further, by considering what we now know about learning and teaching based on our research, we will work to either change those assumptions or support them in more effective ways.

Leading the Way You Aspire to Lead



School district leaders in your province have shared with CEA that an obstacle standing in the way of providing intellectually engaging classrooms in their jurisdictions is that principals are charged with such a long list of managerial tasks, that pedagogical leadership often takes a back seat to the day-to-day requirements of managing a school. Principals repeatedly tell us that at the heart of their career aspirations was making a positive difference in the lives of young people and being strong pedagogical leaders in support of teachers, however they more often find that their day-to-day realities are dominated by a never-ending list of administrative and managerial tasks.

As an example of how CEA will continue to support education stakeholders, *Leading the Way you Aspire to Lead* is a three-hour peer-to-peer appreciative inquiry session that asks principals to reflect on how they can invigorate their role as pedagogical leaders. In the process, they will realize that the expertise they feel they require truly lies in their own hands to influence positive change with their school cultures. Learning lessons from the implementation of the *WDYDIST* PD, the goal is to offer this PD to principals in those school districts that have a genuine interest in moving towards intellectually engaging classrooms.

What's Standing in the Way of Change in Education?

Starting with the *'What's standing in the way of change in education?'* conference in Calgary, Alberta in October, 2013, CEA's future orientation will be to create meaningful opportunities for students, teachers, superintendents, government representatives and other education leaders from across the sector to work together to move beyond identifying the barriers that get in the way of making system-wide changes to teaching and learning. A barrier, in and of itself, is not without context or rationale, but unless we collectively address what supports these barriers in education, we won't achieve the deep, broad, and lasting change that we want.

CEA is currently working on developing a process that will help education stakeholders recognize the assumptions that support the barriers to changing outdated education policies and practices and help them identify whether they are still necessary today or if they are actually standing in the way of the changes we work so hard to put in place.

Too often, incredibly dedicated educators develop well-intentioned programs, PD strategies, and pilot projects that attempt to transform classrooms so they reflect current understandings about teaching and learning, but these underlying assumptions within the system keep schools tethered to the past.

By challenging educators to dig deeper to recognize the historical conventions and assumptions that these barriers are built on, we can start strategizing about how we can preserve what is valuable about our education system, while removing what gets in the way of teaching and learning for the 21st century and define a way forward for Canadian education.

3.3 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.

3.3.1 CEA Digital Engagement Strategy

CEA continues to increase its social media presence via its website, Twitter, Facebook and LinkedIn pages, as well as its YouTube and Vimeo channels. CEA and staff Twitter accounts continue to gain followers, which increases referral growth to the website content. Efforts to diversify blog voices through two theme-specific social media campaigns in 2012-2013, combined with the production of multimedia content to complement *Education Canada* Magazine, have also served to mobilize educators around CEA's transformative agenda.

CEA social media presence continued to increase from April 1, 2012-March 31, 2013. Highlights include:

- Over 15,178 cumulative video plays to date on our YouTube and Vimeo channels; and
- 2,430 Twitter followers, 161 RSS feed subscribers, 227 Facebook likes total.

Twitter

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 continue to gain influence in the field. Twitter continues to be the greatest source of referral traffic to CEA's website, and third greatest overall source of traffic after direct and search engine traffic.

CEA Blog

CEA's blog is an excellent opportunity for educators to voice their sentiments and thoughts about education and is a key element in articulating our position as a go-to source for informed commentary and information. The following goals for building the influence of the blog are:

- Supporting the CEA CEO and CEA representatives to blog regularly as 'narrative champions', sharing informed thoughts, opinions, and stances on key issues regarding student and teacher engagement on behalf of the organization;
- Diversifying CEA's blog voice by organizing social media campaigns focusing on particular themes and topics in the education sector by recruiting a diversity of guest bloggers in both French and English.

Top 5 Blog Posts

(Unique page views on www.cea-ace.ca/blog from April 1, 2012-March 31, 2013)

1) June 7, 2012 - Professionals Don't Use Marks to Motivate - Bruce Beirsto – **2,980 unique page views**

<http://www.cea-ace.ca//blog/bruce-beirsto/2012/06/4/professionals-dont-use-marks-motivate>

2) February 4, 2013 - How Blogging and Tweeting Reinvigorated my Passion for Teaching - Colleen Rose – **880 unique page views**

<http://www.cea-ace.ca//blog/colleen-rose/2013/02/1/how-blogging-and-tweeting-reinvigorated-my-passion-teaching>

3) December 7, 2012 - Classroom Innovation Means Giving Up Control - Donna Fry – **791 unique page views**

<http://www.cea-ace.ca//blog/donna-fry/2012/12/5/classroom-innovation-means-giving-control>

4) November 21, 2012 - Why do we need innovation in education? - Ron Canuel – **710 unique page views**

<http://www.cea-ace.ca//blog/ron-canuel/2012/11/3/why-do-we-need-innovation-education>

5) January 7, 2013 - The Future is Here: Ready or Not - Daryl Bambic – **610 unique page views**

<http://www.cea-ace.ca//blog/daryl-bambic/2013/01/1/future-here-ready-or-not>

Social Media Campaigns

In 2012-2013, CEA organized two social media campaigns using its blog, Twitter and Facebook accounts. The aim of these 'information and opinion blitzes' was to share informed and diverse perspectives from across Canada on specific topics in education.

The first campaign in July 2012 coincided with the release of the CEA research report, *Teaching the Way We Aspire to Teach – Now and in the Future*. Several educators shared their ideas and analysis about teacher engagement and findings contained within the report. The second campaign asked several guest bloggers to answer the question: Why do we need innovation in education? Both campaigns were successful in driving traffic to our website, increasing subscribers to CEA’s social media channels, and increasing the online visibility of CEA’s research and positioning as a forward-thinking education organization.

CEA Videos

CEA staff take advantage of existing visibility opportunities to conduct short on-site video interviews with keynote speakers and other attendees, then produce short videos from these interviews to share on the CEA website and its Vimeo and YouTube channels. Increasingly, these videos have become an important component in CEA’s digital engagement strategy.

www.cea-ace.ca/video

CEA Mobile Site

Launched in 2012, CEA’s mobile site for Smartphone and tablet users continues to increase traffic as these technological tools become a more ubiquitous tool for information retrieval among our target audiences. This mobile site received over 14,340 unique views from April 1, 2012-March 31, 2013 and can be accessed at: m.cea-ace.ca.

3.3.2 CEA in the Media

CEA received media coverage in various ways throughout 2012-2013. CEA continues to be recognized as a pan-Canadian source of commentary and insight on education issues among national media outlets. Locally, CEA received positive coverage in relation to its Ken Spencer Award winners. Additional commentary was also requested from media in relation to CEA CEO Ron Canuel, who is considered a worldwide expert in classroom technology integration policy and practice. Of note, he was a guest panellist alongside Michael Fullan and other leading experts for a lively discussion about the future of teaching on TV Ontario’s *The Agenda* with Steve Paikin, which can be viewed at:

<http://ww3.tv.o.org/video/188858/teaching-towards-future>

Please visit www.cea-ace.ca/about-us/media-centre/cea-in-the-news for a sampling of articles from the past year.

Future Directions

What was your best classroom moment? Video Project

CEA's new national conversation initiative, *What was your best classroom moment?* (working title) will be launched in the spring of 2014. This web-based video and social media campaign will share compelling video clips from students, teachers, parents, education leaders, and possibly high profile Canadians describing their best classroom moments. This content will trigger conversations both in the world of education and the media, related to CEA's focus on student and teacher engagement and will show the pan-Canadian reach of our work while driving traffic to CEA's website.

When students are intellectually engaged in their learning, they are learning deeply and with great purpose. CEA's research shows that although this kind of learning and teaching is possible, it is rare. By opening a window to the impact these powerful moments have on students and teachers, CEA will shed light on the promise of our public education system and inspire education leaders to work towards a system that provides these moments on a regular basis for the benefit of all students.

Best Classroom Moments is a multi-platform communications/marketing project that links directly to CEA's highly regarded work on student and teacher engagement. It will also help us understand the systemic supports that are required to teach and learn in this way and the barriers that stand in the way. This project will:

- Put a face to research and policy talk regarding what deeply engaging learning and teaching looks like and the impact it can have on learners;
- Share stories of when and why students get most excited about learning and when and why teachers get most excited about teaching to show that engaging classroom learning is possible and powerful;
- Offer a window into today's classrooms for the public and an opportunity for people to talk about student and teacher engagement;
- Connect voices from across Canada and attract their video stories;
- Cultivate a national voice for change by identifying what's currently missing to make teaching and learning exciting;
- Build a sense of what an optimal learning environment should look like and why it should be far more common;
- Showcase how Canadian schools get it right, so systemic supports required by teachers, principals and school districts can be identified in order to make these stories far more common across Canadian education systems; and
- Get people to think differently about teaching and learning.

3.4 ENGAGING MEMBERS

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

3.4.1 Membership Development

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.

During 2012-13, four new school districts joined as CEA members. There were also two new Corporate Members, 28 Associate Members, four Organization Members and nine students who joined the Association. Membership revenues increased by 3.84% over the previous year.

Much work was done in 2012-13 to become clearer about CEA’s value to school districts, faculties of education, and Sustaining Members. A market research study conducted by the Ipsos Evidence and Policy Research Group on behalf of CEA solicited significant quantitative and qualitative feedback from the marketplace on how CEA is perceived and what CEA can do for members and potential members.

Although a formal membership-drive was not implemented in 2012-13, the results of the Ipsos Evidence and Policy Research Group guided many of the strategies and initiatives outlined in this report so that CEA’s value and brand could be grown and strengthened. Increasing visibility was a fundamental strategy of the in 2012-13 in order to bring greater awareness to what was identified as CEA’s core strengths: generating interesting research and analysis that supports change, having cross-country representation in our work and governance structures and facilitating networking.

3.4.2 Membership Statistics 2012-13

The following two charts provide a snapshot of CEA membership across Canada at March 31, 2013.

Provinces	School Districts	Faculties of Education	Organizations
Alberta	15	4	3
British Columbia	11	3	3
Manitoba	14	1	5
New Brunswick	1	0	1
Newfoundland & Labrador	0	1	2

Nova Scotia	3	2	4
Northwest Territories	0	0	1
Nunavut	0	0	0
Ontario	15	4	34
Prince Edward Island	0	1	0
Quebec	10	2	7
Saskatchewan	8	1	1
Yukon	1	0	0
TOTAL	78	19	61

Provinces	Corporations	Honorary	Individuals	Students
Alberta	1	3	7	1
British Columbia	3	6	15	4
Manitoba	1	2	5	0
New Brunswick	1	5	4	0
Newfoundland & Labrador	0	1	2	0
Nova Scotia	0	3	5	0
Northwest Territories	0	0	0	0
Nunavut	0	0	0	0
Ontario	6	7	38	6
Prince Edward Island	0	2	3	0
Quebec	2	6	13	0
Saskatchewan	0	4	6	1
Yukon	0	0	1	0
TOTAL	14	39	99	12

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

4.0 KNOWLEDGE MOBILIZATION

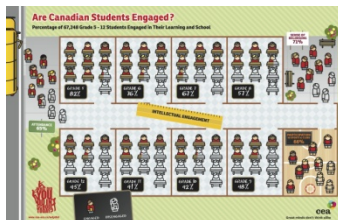
As a knowledge mobilizer, CEA “moves knowledge into active service for the broadest possible common good”, to borrow the Social Sciences and Humanities Research Council of Canada (SSHRC) definition. Knowledge mobilization is the process whereby research evidence is made available to those who need it 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 Release of CEA Research Reports

In 2012-2013, CEA consolidated and distributed three years of *WDYDIST* research in a series of reports, a one-page research interpretation document, and a video.

Additional tactics to increase the profile of these research results included distributing preview copies of the *WDYDIST* and *Teaching the Way You Aspire to Teach* research reports to notable education bloggers to collect their response. Experts in the field were approached to blog about their interpretations of the research. Please see section 5.3.1 for more details.

4.2 Infographic Development



The first *WDYDIST* infographic was produced in 2011 as a tool to convey evidence-based messages about declining student engagement in Canadian high schools. It has proven to be an extremely popular document and an effective knowledge mobilization vehicle to connect this important research to administrators, teachers, trustees, parents, and potential partners

and funders. Work continues on the production of a second *WDYDIST* infographic based on the results of the newer research that was released in 2012.

4.3 Website

CEA’s website, which includes the popular CEA blog, the online version of *Education Canada Magazine*, an extensive library of education research, as well as a growing collection of provocative videos, experienced an 82% increase in visitor traffic from April 1, 2012-March 31, 2013 compared to the previous year. The website received a total of 214,362 unique visitors throughout the year.

CEA Website Visitor Statistics

Unique Visitors 4-1-12 to 3-31-13	Unique Visitors 4-1-11 to 3-31-12	# Increase	% Increase
214,362	117,767	96,595	82.02%

For more information on CEA’s digital engagement strategy, please see section 5.3.1.

4.4 The Facts on Education Series

The 10 *Facts on Education* one-page fact sheets produced from 2009-2011 continue to be popular among educators. They are 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. 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

CEA is pleased to be working with education researchers from the University of Prince Edward Island for the production of five new *Facts on Education* information fact sheets, which will be distributed throughout the 2013-2014 academic year.

4.5 *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 encourages 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.

CEA market research completed in 2012 indicated that there is a strong desire among select readership (CEA Members and education decision-makers) for content that connects research to practice, which is the primary role of *Education Canada*. There was also a desire among the same respondents for CEA to focus and build clarity in its mandate, broaden its appeal beyond primary administrator and researcher audiences to teachers and parents, and this should also be reflected in the content of our flagship publication.

For this reason, *Education Canada* moved to a theme-based content format beginning with the Winter 2013 edition. Editions now include three or more English feature articles and two or more French feature articles related to a particular theme such as assessment, student engagement, and innovation. The remainder will be the usual assortment of topics. This hybrid approach provides the editors with the opportunity to develop an editorial focus among readers while maintaining flexibility to integrate quality unsolicited articles. With the Editorial Board selecting themes well in advance, more time is granted to the editors to fill editorial line-ups, which can then be forwarded to advertisers who are planning their marketing budgets for the year. Theme editions also better align English and French content and enable corresponding social media information campaign strategies which increases online traffic, and in turn, the value of online advertising spaces, while diversifying thoughtful blog voices on particular topics.

www.cea-ace.ca/education-canada

4.6 *Education Canada* Magazine – Online Version

The online version of *Education Canada* continues to expand its library of web-exclusive content and multimedia content related to articles found in the print version of this publication. *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.

CEA website analytics indicate that *Education Canada* Online continues to expand an audience of forward-thinking tech-savvy educators on this electronic platform, while the traditional administrator audience continue to value the print format. CEA staff continue to strategize on how best to grow both audiences to expand the reach of the provocative ideas contained within this important publication.

***Education Canada* Top English Article Unique Page Views (April 1, 2012 – March 31, 2013- posted at any point)**

1) Self-Regulation: Calm, Alert, and Learning* - 15,709 unique page views

<http://www.cea-ace.ca//education-canada/article/self-regulation-calm-alert-and-learning>

2) Engaging Students Through Effective Questions - 7,397 unique page views

<http://www.cea-ace.ca//education-canada/article/engaging-students-through-effective-questions>

3) Banning the Strap: The End of Corporal Punishment in Canadian Schools – 4,171 unique page views

<http://www.cea-ace.ca//education-canada/article/banning-strap-end-corporal-punishment-canadian-schools>

4) False Accusations: A Growing Fear in the Classroom - 3,241 unique page views
<http://www.cea-ace.ca//education-canada/article/false-accusations-growing-fear-classroom>

5) Including the Excluded: De-Marginalizing Immigrant/Refugee and Racialized Students - 1,658 unique page views
<http://www.cea-ace.ca//education-canada/article/including-excluded-de-marginalizing-immigrantrefugee-and-racialized-student>

4.7 The Bulletin E-Newsletter

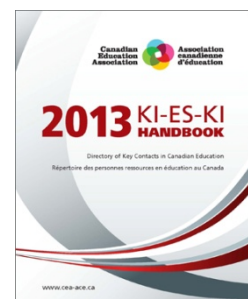
CEA's monthly electronic newsletter, the Bulletin, provides brief summaries of the latest education news, research, and events to almost 3,000 subscribers. Through a review of our subscribers' email addresses, in addition to education, they hail from various sources including ICT, the media, government departments, and international organizations. From Chile to Australia, *Bulletin* has subscribers from every continent in the world.

Bulletin E-Newsletter Subscriber Statistics

March 2012	March 2013	# Increase
2,723	2,971	248

4.8 KI-ES-KI Handbook

Since 1948 CEA has published annually its *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.



4.9 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.

4.10 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.

4.10.1 Ken Spencer Award for Innovation in Teaching and Learning



THE KEN SPENCER AWARD

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.

In 2012-2013, seven award winning programs from across Canada were recognized for their success in opening up classrooms beyond school walls and into their communities. You can read more about the 2012-2013 Ken Spencer Award winners and finalists in the booklet that is enclosed with this report, or online at: <http://cea-ace.s3.amazonaws.com/media/CEA-2013-Ken-Spencer-Award-Finalists-Booklet.pdf>

4.10.2 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.



THE PAT CLIFFORD AWARD

CEA was pleased to recognize Dr. Michelle Hogue, Assistant Professor and Coordinator of the First Nations Transition Program at the University of Lethbridge for her work in improving attendance, engagement, and success for aboriginal learners.

Dr. Hogue is conducting research and developing new teaching practices in a pilot project with high school students, educators, and administrators on the Blackfoot Reserve in Southern Alberta. With innovative pedagogy that integrates drama, narrative and cultural stories into learning chemistry, Dr. Hogue theoretically and directly addresses science, specifically chemistry, one major barrier to further studies in health, counseling, medicine, pharmacy and other science-related professions.

The Clifford Award Selection Committee was genuinely impressed with the originality, depth, and relevance of Dr. Hogue's work. Dr. Hogue was formally recognized for this award at the 2013 Canadian Society for the Study of Education in Victoria, B.C. To access a detailed briefing and a bibliography of some of Dr. Toste's work, please visit: www.cea-ace.ca/cliffordaward

4.10.3 The Whitworth Award for Education Research



The Whitworth Award has recognized individuals who have made a sustained and substantial contribution to educational research over a period of time. It has been awarded since 1967 and is awarded every three years. The 2013 Whitworth Award will be announced in October 2013.

THE WHITWORTH AWARD

APPENDIX A: CEA COUNCIL AND BOARD MEMBERS, 2012-13

**Also members of CEA Board of Directors*

- *Dr. Bruce Beirsto, Education Consultant and Adjunct Professor, Simon Fraser University
- Chantal Beaulieu, Director General, Eastern Townships School Board
- Michel Bernard, directeur général, Commission scolaire de la Région de Sherbrooke
- Dr. Monique Brodeur, doyenne, Faculté des sciences de l'éducation, Université de Québec à Montréal
- John Campey, Executive Director, Social Planning Toronto
- Jennifer Corriero, Executive Director, Taking It Global (until October 2012)
- Elizabeth Costa, Director of Instructional Development and Achievement, Department of Education and Early Childhood Development (Prince Edward Island)
- Grant Clarke, Assistant Deputy Minister, Learning and Curriculum Division, Ministry of Education (Ontario)
- Paul Cuthbert, Superintendent of Schools and CEO, Evergreen School Division
- 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 et du Développement de la petite enfance (New Brunswick) (until December 2012)
- 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)
- Dr. Ross Elliott, Director of Education, Western School District
- Dr. Gerald Farthing, Deputy Minister, Department of Education and Literacy (Manitoba)
- Dr. Calvin Fraser, Secretary General, Canadian Teachers' Federation
- Michael Furdyk, Director of Technology, Taking IT Global
- Shelley Green, President, BC Principals' & Vice-Principals' Association
- Pamela Hine, Deputy Minister, Department of Education (Yukon)
- *Bernard Jacob, associé, Morency Société d'Avocat
- *Dr. Michele Jacobsen, Associate Dean, Graduate Programs / Associate Professor, Faculty of Education, University of Calgary
- Dr. Harry Janzen, Dean of Education, Faculty of Education, Vancouver Island University (until October 2012)
- *Marty Keast, Owner, Forever Learning Corporation (formerly President, School Division, Pearson Canada)
- *Chris Kennedy, Superintendent of Schools / CEO, West Vancouver School District No. 45
- Wendy McLeod MacKnight, Deputy Minister, Department of Education (New Brunswick)
- Anne MacPhee, Chief Operations Officer, Career Edge Organization
- *John McAuliffe, Superintendent of Education, Learning Services Division, Greater Saskatoon Catholic Schools
- Catherine McCullough, Director of Education, Sudbury Catholic District School Board
- Darren McKee, Executive Director, Saskatchewan School Boards Association

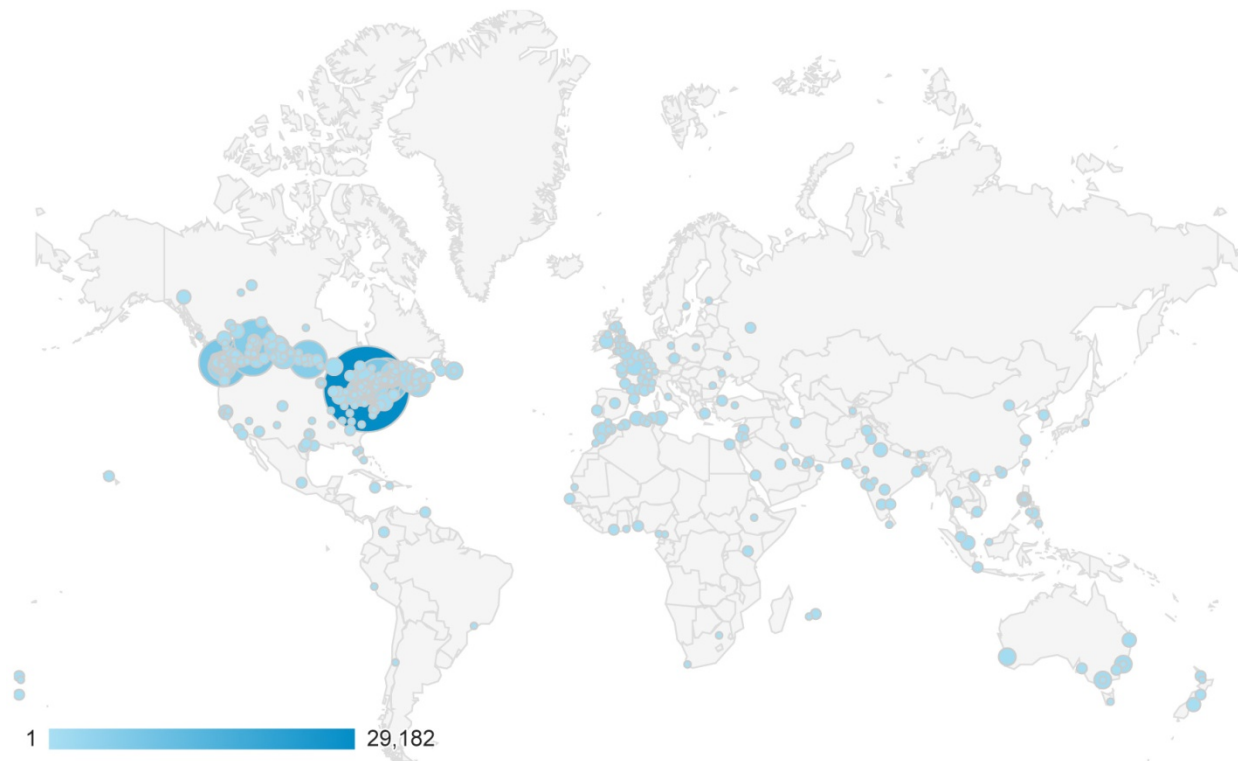
- *Richard Morris, Director of Financial Services, Halifax Regional School Board (retired)
- Brian O'Leary, Superintendent, Seven Oaks School Division
- *Carole Olsen, Deputy Minister, Department of Education (Nova Scotia) (as of September 2012)
- *Roger Paul, directeur général, Fédération nationale des conseils scolaires francophones
- Rosalind Penfound, Deputy Minister, Department of Education (Nova Scotia) (until August 2012)
- Hervé Poirier, directeur, École-sur-Mer (retired)
- Gérald Richard, sous-ministre, ministère de l'Éducation et du Développement de la petite enfance (New Brunswick) (as of January 2013)
- *Denise Rose, Superintendent of Schools, Foothills School Division No. 38
- Céline Saint-Pierre, professeure émérite de sociologie, Université de Québec à Montréal
- Alfred Sakyi, Acting Director, School Research and Improvement Branch, Alberta Education
- Cheryl Senecal, Deputy Minister, Ministry of Education (Saskatchewan)
- *Dr. Ken Spencer
- *Claude St-Cyr, directeur général, Commission scolaire de la Région de Sherbrooke (retired) (until October 2012)
- David Steele, Vice President and Director, School Division, Oxford University Press
- Dr. Ken Thurston, Director of Education, York Region District School Board (until October 2012)
- Dr. Kate Tilleczek, 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)
- James B. Wilson, Treaty Commissioner, Treaty Relations Commission of Manitoba
- Andrew Woodall, Dean of Students, Concordia University (until October 2012)
- *Lynne Zucker, Vice President, Clinical Systems Integration, Canada Health Infoway

APPENDIX B: CEA WEBSITE STATISTICS (April 1, 2012 – March 31, 2013)

Top 5 Website Visitors by Country (after Canada)

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

Top Website Visitors by City



Top 5 Website Referrals

1. Google
2. Direct (e.g. bookmarks, typed in URL)
3. Twitter
4. Bing
5. Facebook

Top 5 Website Pages (after landing page)

1. *Education Canada*
2. Self-Regulation: Calm, Alert, and Learning (*Education Canada Article*)
3. About Us
4. Engaging Students Through Effective Questions (*Education Canada Article*)
5. Research and Publications

Publications Released for Download

Title	Link
2012-2013 School Calendar	http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-2013-school-calendar.pdf
Teaching the Way We Aspire to Teach: Now and in the Future	http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-aspirations.pdf
Results from the 2012 CEA Attitudes Towards Public Education Survey	http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-public-survey-results.pdf
2012 WDYDIST Research Series Report One: The Relationship between student engagement and academic outcomes	http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-wdydist-report-1.pdf
2012 WDYDIST Research Series Report Two: The Relationship Between Instructional Challenge and Student Engagement	http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-wdydist-report-2.pdf
2012 WDYDIST Research Series Report Three: Trends in Intellectual Engagement	http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-wdydist-report-3.pdf

