



# Canadian Education Association 2013-2014 Annual Performance Report



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## 1.0 WHO WE ARE



CEA's Mission is to transform public education by:

- Convening divergent stakeholders to advance ideas and to mobilize a pan-Canadian movement for change in education.
- Supporting and promoting the innovation and courageous leadership that is driving change in Canada's education systems.
- Producing and disseminating research that can impact practice and enhance student engagement.

CEA's Vision:

- That each and every student will achieve success in deeply engaging learning environments.
- That school is a place for students to discover their passions and interests, which inspires them to become confident and competent learners for life.
- Where education systems are more adaptive to the rapidly changing and diverse needs of all learners.

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, websites, 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/departments 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. Our strength lies in the strategic roles we play 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/departments of education, school districts, faculties of education, researchers, parents, teachers, administrators, as well as education and community stakeholder organizations, and corporations.

## **2.0 SUSTAINING MEMBERSHIP**

Provincial and territorial ministries/departments of education are CEA’s Sustaining Members. 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. Sustaining Membership revenue supports, in part, the core operating costs of the organization – salaries and benefits, rent and utilities, governance, technology, audit fees and insurance. This basic infrastructure allows CEA to respond to the collective challenges in education and gives rise to projects, programs, and services.

## **3.0 CEA’S STRATEGIC FRAMEWORK AND DIRECTION: ENGAGING SYSTEMS**

CEA’s fundamental goal is to support education systems and educators working towards system-wide transformation, where each and every student is provided a deeply engaging learning experience.

Over the past four years, CEA’s programs have focused on four key areas: *Engaging Learning*, *Engaging Teaching*, *Engaging Canada*, and *Engaging Members*. While many of the initiatives captured within these ‘programs of work’ are ongoing, CEA has merged these program strands under the broader framework of *Engaging Systems*.

Informed by what we learned from practitioners and students about what a truly innovative and transformational ‘21<sup>st</sup> Century Classroom’ looks like, CEA has begun to articulate how diverse education stakeholders can work together to support these classrooms across the system so that all students benefit.

In 2013-14, four overarching and interrelated strategies informed CEA activities advancing an agenda of transformation across Canada’s public education systems:

1. Convening Education Stakeholders.
2. Facilitating On-the-Ground Mobilization.
3. Generating and Sharing Ideas.
4. Recognizing Innovation and Research.

What follows is information on CEA’s work in these four strategy areas in 2013-14. We are grateful to our Sustaining Members for making this work possible.

### 3.1 Convening Education Stakeholders

CEA is a well-respected ‘honest broker’ supporting governments, school districts, teachers’ associations; faculties of education; parent councils and other education stakeholders across Canada. CEA also has credibility outside of education in the not-for-profit and business sectors. Through the financial support of provincial and territorial ministries/departments of education, CEA is able to work closely with decision-makers and leaders in education across Canada, meeting regularly to discuss the advancement of ideas for greater student and teacher engagement in public education. CEA’s ability to convene diverse stakeholders from across Canada uniquely positions the Association as the country’s national voice for educational change.

#### 3.1.1 *What’s Standing in the Way of Change in Education?* Conference

Motivated by the voices of students, teachers and education leaders who – over the past seven years – have contributed to such CEA initiatives as *What did you do in school today?* (WDYDIST) and *Teaching the Way You Aspire to Teach*, CEA developed a *What’s Standing in the Way of Change in Education?* workshop to acknowledge that although teachers and education leaders work tirelessly to increase engagement in learning and teaching for a 21st century context, they still face systemic barriers that do not fully support their efforts.

In October 2013, CEA convened over 300 workshop delegates from every province and two territories – from the entire spectrum of the Canadian education stakeholder community – in Calgary to share what they thought was standing in the way of change in education. Too rarely do these diverse voices gather in the same room, let alone collaborate around the same table – in doing so, they illustrated their deep commitment to enhancing the learning experience for every student by discussing:

1. Their visions of what schools should be.
2. The barriers that stand in the way of achieving those visions.
3. The assumptions about teaching and learning that keep those barriers intact and prevent change.

Summaries, analysis and a full report of this event can be found online:

- *What’s Standing in the Way of Change in Education?* – Barriers, recommendations and analysis: <http://www.cea-ace.ca/CalgarySummary>
- *What’s Standing in the Way of Change in Education?* – Workshop reflections and videos: <http://www.cea-ace.ca/CalgaryReport>

While CEA readily acknowledges that the visions, barriers and assumptions identified in Calgary were not necessarily new, the following conclusions were reached about the Calgary workshop model, which reinforces our commitment to continuing this dialogue in regional workshops across Canada:

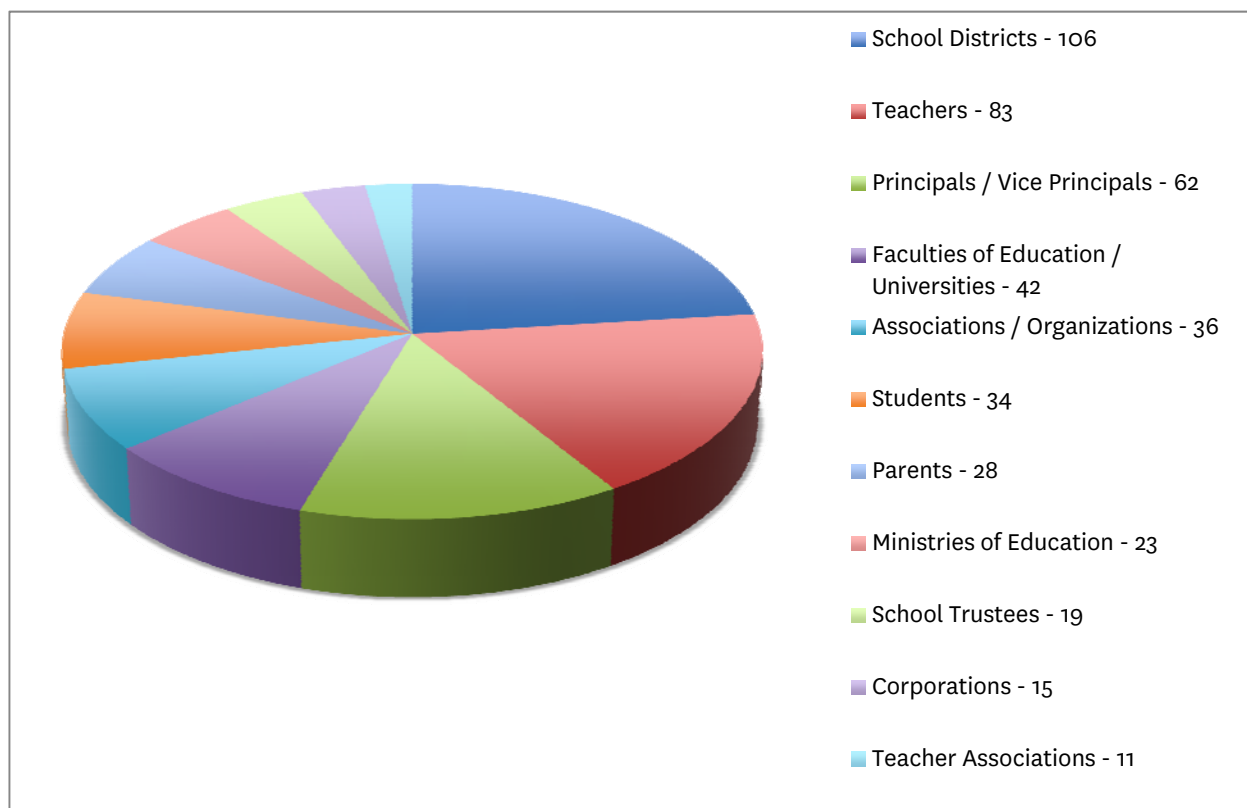
1. *What's Standing in the Way of Change in Education?* was not only a timely question that resonated with Canadian educators and drew them to the Calgary workshop – it also compelled many workshop participants to bring the inquiry back to their staff meetings and classrooms as a catalyst for change discussions in their own schools.
2. Convening the divergent perspectives of students, teachers, principals, and representatives of teacher unions, ministries/departments of education, faculties of education, and other stakeholders 'around the same table' teased out some of the deep-rooted conflicting ideologies about education that prevent real change from occurring.
3. By virtue of their proximity to the heart of teaching and learning, students' and teachers' voices were pivotal in separating change rhetoric from reality during these discussions. As a result, their voices served as powerful levers for stakeholders to think critically about their own roles in driving, or hindering change.
4. This workshop illustrated that mutual trust, respect and openness between these diverse perspectives – and the courage to leave organizational agendas at the door – are essential to defining a path forward for true education systems change.
5. CEA continues to refine this workshop model so that these important change conversations branch out into schools and classrooms, and mobilize a groundswell of support for those seeking system-wide policy and practice changes.

### 3.1.2 What's Standing in the Way of Change in Education? Regional Workshops

Inspired by the openness, courage, and energy displayed among the Calgary delegates, CEA moved this thought work forward by hosting similar workshops in five regions across the country to provoke more education stakeholders to retain their ideal vision for public education, while developing a set of actions that could get to the heart of dissolving the barriers that stand in the way of the changes they want to see.



CEA convened workshops in Fredericton, NB (April 25, 2014); Winnipeg, MB (April 28, 2014); St. Catharines, ON (May 7, 2014); Vancouver, BC (May 14, 2014) and Montreal, QC (scheduled August 20, 2014) so far attracting a total of 459<sup>1</sup> participants representing the following stakeholder groups:



A full report on the outcomes of the regional workshops will be presented in Toronto at CEA's *The Challenge to Change* Symposium on October 23, 2014.

<sup>1</sup> Numbers include registration statistics as at July 16, 2014 for Montreal workshop scheduled to take place August 20, 2014.

### 3.1.3 Future Directions

#### *The Challenge to Change – A CEA Symposium*

CEA's *What's Standing in the Way of Change in Education?* Regional Workshops – as well as our student and teacher engagement research – have revealed that we all have similar goals and aspirations in our visions for public education while identifying several barriers that prevent this vision from taking hold in, and throughout our systems. Everyone involved in education, ultimately, wants what's best for kids. And most agree that as our society changes, our education system needs to change as well in order to provide children with a relevant and effective preparation for life in the 21<sup>st</sup> century. Technology, for example, has changed our relationship with knowledge and how we learn, and education must adapt to this reality. But how do we find agreement on what changes are most needed? How do we overcome the systemic barriers and conflicting agendas that make any kind of fundamental systemic change difficult?

The entire school community – students, parents, teachers, teacher associations, administrators, faculty and ministry of education representatives – must engage with these questions. Change is happening now, in exciting ways, in classrooms and schools across the country and around the world. Yet the challenge of system-wide change remains huge.

CEA will continue to play the role of convener in 2014-15 with a focus on how education stakeholders from across the country can tackle *The Challenge to Change*. On October 23-24, 2014, CEA will hold a symposium as part of its annual Council Meeting in Toronto, where leaders and on-the-ground educators will gather to continue the conversations started in Calgary and at the *What's Standing in the Way of Change in Education?* Regional Workshops. Moving beyond discussions of the barriers that stand in the way of what our visions for education look like, the focus will be on *how* stakeholders can work together to achieve those visions.

#### Canadian Education Forum

In addition to the Symposium and Council Meeting, CEA plans to hold a one-day Canadian Education Forum for Canadian not-for-profit education organizations in Ottawa in the Fall of 2014. The theme will be based on pre-event survey feedback provided by participants.

### 3.2 Mobilizing Change Discussions in School Communities

CEA has focused much attention in 2013-14 on how we can enable those interested in convening their own conversations about change in education in their own local school communities. CEA wants to build capacity on the ground so that educators don't have to wait for a workshop to come to town or for the funds to travel to a special event. There is an urgent need for all Canadians to start these conversations and to find their own voices in these dialogues so that change can be supported and sustained. In part through the financial support of our Sustaining Members, CEA has developed a Discussion Guide, Website and *The Shaping Future Classrooms Challenge* to mobilize these important change discussions beyond the workshops and into



classrooms, staff rooms, and boardrooms so that school communities can work together towards achieving the changes they want to see.

### 3.2.1 *What's Standing in the Way of Change in Education?* Website



CEA launched <http://standingintheway.ca> in April 2014 to help drive conversations about what's standing in the way of change in education. Developed in collaboration with TakingITGlobal, this electronic platform complements CEA's Regional Workshops to identify the barriers that prevent change from taking hold in their provincial education systems. This website also includes four key questions to answer in the discussion threads and a detailed Discussion Guide to help educators navigate these challenging conversations and a contest to spur the involvement of teachers and students in this pan-Canadian conversation.

<http://standingintheway.ca>

### 3.2.2 Classroom and Community Discussion Guide



The *What's Standing in the Way of Change in Education?* Discussion Guide is a key resource for supporting the mobilization of these important conversations throughout Canadian schools and communities.

Mirroring very closely the facilitated process started in Calgary and modified as part of several regional workshops conducted in the spring of 2014, this guide is free to download and is designed to adapt the change conversation to one's local context in the following ways:

- Teachers may wish to treat the guide as a series of lessons in order to draw students into a critical conversation about the educational change process.
- School districts might consider using the process as a way of thinking about their strategic planning.
- Parent-based organizations may use the guided process as a way of engaging communities in a deeper, more intentional dialogue about educational change.
- Provincial ministries/departments of education might consider using the guide to facilitate policy-level planning retreats.

Although this Discussion Guide is explicit in outlining an ambitious dialogue process, conversation entry points are provided for users that may wish to adapt it to meet their specific needs.

<http://standingintheway.ca>

### 3.2.3 *The Shaping Future Classrooms Challenge*



*The Shaping Future Classrooms Challenge* is a contest for teachers that will amplify student and teacher voice, encourage classroom discussions about change in education, and influence policymakers in the process. Using the *What's Standing in the Way of Change in Education?* Discussion Guide, teachers and students can produce a five-minute video or photo essay that best captures their reflections and other compelling ideas.

*The Shaping Future Classrooms Challenge* will encourage students and their teachers to produce a submission that could, for example:

- Illustrate the current barriers to change that they identify in classroom teaching and learning;
- Provide ideas to how the classroom as a learning environment could be transformed;
- Capture the differences and similarities of the points of view of students and teachers towards educational change.

<http://standingintheway.ca/contest.html>

### 3.2.4 Future Directions

CEA will continue to promote the *What's standing in the way of change in education?* Discussion Guide, Website and *The Shaping Future Classrooms Challenge* throughout the 2013-2014 and 2014-2015 academic years to mobilize important change discussions in school communities. But 2014-15 will see CEA transition from discussing *what* needs to change within our education systems, towards determining *how* we can implement those changes.

## 3.3 Supporting and Informing Educators

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 for Canadian educators. Sustaining Members

support CEA in providing the following programs and services to educators in their provinces and territories.

### **3.3.1 CEA Professional Development Programs and Presentations**

#### *What did you do in school today? (WDYDIST) 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 to enhance 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.

A highlight of this PD in 2013-14 was the sustained support CEA provided to the schools under the coordination of the Yellowhead Tribal College (YTC) in Alberta. This PD seeks to improve the levels of student engagement in the schools, particularly in the middle and high school levels, with a particular view on enhancing teacher instruction and principals' leadership initiatives. The YTC identified the need for the PD given their commitment to improving academic outcomes for First Nations students. Through this PD, CEA continues to demonstrate the need for research-based pedagogical practices in schools. At the same time, CEA is committed to the creation of new learning and teaching environments that can serve as models of improvement for all of Canada's public schools.

This research-based PD is provided by individuals with high credibility and high trust among staff, which takes time to create and represents an essential component of these effective interactions. Over the past 18 months, there has been important recognition for the need to effectively plan for school success, as well as understanding the critical role that principals can and do play in any school improvement programs. CEA continues to develop a fruitful and reciprocal partnership with YTC, as well as with their participating schools.

## Leading the Way You Aspire to Lead

School district leaders have articulated a common obstacle standing in the way of providing intellectually engaging classrooms in their jurisdictions – 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 CEA that making a positive difference in the lives of young people and being strong pedagogical leaders in support of teachers is at the heart of their career aspirations, but that their day-to-day realities are dominated by a neverending list of administrative and managerial tasks.



*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 begin to 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 *What did you do in school today? (WDYDIST)* PD, the goal is to offer this PD to principals in school districts that have a genuine interest in moving towards intellectually engaging classrooms. In addition to serving as a stand-alone program, elements of this PD can be incorporated into the WDYDIST PD based on the individual needs of the school district involved.

## CEA Presentations

In addition to our PD offerings, CEA supports educators across the country by bringing our research programs and findings directly to provincial and territorial stakeholders. In 2013-14, CEA representatives presented at 26 conferences; facilitated five *Teaching the way you aspire to teach* Focus Groups; met with 10 provincial and territorial ministries/departments of education; and collaborated with schools and school districts in holding seven *Ken Spencer Award for Innovation in Teaching and Learning* recognition ceremonies. CEA also attended 12 conferences in Canada and internationally to build stronger relationships with key strategic audiences; gather intelligence to sharpen our understanding of regional contexts; promote strategic programs of work; recruit new members; and elevate the need for transformation as a matter of national concern among audiences outside of the education sector.

### **3.3.2 CEA Digital Engagement Strategy**

#### CEA 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 a 23% increase in visitors from April 1, 2013-March 31, 2014 compared to the previous year. The website received a total of 262,957 unique visitors throughout the year.

### CEA Website Visitor Statistics

Unique Visitors 4-1-13 to 3-31-14	Unique Visitors 4-1-12 to 3-31-13	# Increase	% Increase
262,957	214,362	48,595	22.67%

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 a social media campaign leading up to CEA's *What's Standing in the Way of Change in Education?* Workshop in Calgary in October 2013, combined with the production of compelling multimedia content have served to mobilize educators around CEA's transformative agenda.

CEA social media presence continued to increase from April 1, 2013 - March 31, 2014. Highlights include:

- Over 16,556 total video plays from April 1, 2013-March 31, 2014 on our YouTube and Vimeo channels; and
- 3,099 Twitter followers (2881 @cea\_ace and 218 @EdCanPub), 473 RSS feed subscribers, 476 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 share their opinions and stories on a variety of important topics 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 educational change, and student/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](http://www.cea-ace.ca/blog) and [www.cea-ace.ca/fr/blog](http://www.cea-ace.ca/fr/blog) from April 1, 2013-March 31, 2014)

English	French
1. Nova Scotia Report Cards make an odd bit of summer reading Grant Frost	1. Les neuromythes constituent un obstacle au changement dans le domaine de l'éducation Steve Masson
2. The Facts on Education: How Children Learn to Read	2. Alors, qu'est-ce qui fait obstacle au changement en éducation? Ron Canuel
3. Why do we need innovation in education? Ron Canuel	3. Pourquoi avons-nous besoin d'innovation en éducation? Ron Canuel
4. Is our focus on assessment taking away from our children's education? Stephen Hurley	4. L'implantation de la réforme de l'éducation au Québec, entre pertinence et mouvance! Raynald Thibeault
5. Necessary Disruption (Part 5: Inquiry-Based Learning) Bruce Beairsto	5. La capacité d'autonomisation (empowerment) passe par une ouverture des réseaux Jacques Cool

## Social Media Campaigns

In 2013-2014, CEA organized a social media campaign using its blog, Twitter and Facebook accounts to share informed and diverse perspectives from across Canada by asking educators and stakeholders to answer what they felt was standing in the way of change in education before and after CEA's October 2013 workshop. This campaign was 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. Additional social media campaigns are planned for the spring and summer of 2014.

<http://www.cea-ace.ca/blog>

### 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.

<http://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 platforms become the principal information retrieval tools among our target audiences. This mobile site received 30,660 unique visitors from April 1, 2013-March 31, 2014 and can be accessed at: [m.cea-ace.ca](http://m.cea-ace.ca).

### **3.3.3 The *Facts on Education* Series**

With the support of the Canadian School Board Association (CSBA), CEA teamed up with researchers from the University of Prince Edward Island's Faculty of Education, who are producing evidence-based fact sheets like *What are effective approaches to improving students' mental well-being?* and other current and relevant topics in education. These fact sheets help parents and educators learn more about critical issues in education and they continue to be a valuable knowledge mobilization tools that strengthen CEA's authoritative stance on various issues. 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](http://www.cea-ace.ca/facts-on-education)

CEA is pleased to be working with CSBA and education researchers from Simon Fraser University for the production of five new *Facts on Education* fact sheets, which will be distributed throughout the 2014-15 academic year.

### **3.3.4 *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 four 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.



In an effort to broaden readership, *Education Canada* moved to a theme-based content format in 2013-14. 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 while maintaining an assortment of general interest content. 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. Themed 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.

*Education Canada* Magazine's online platform continues to expand its library of web-exclusive and multimedia content related to articles found in the print version of this publication – it 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* 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* Magazine Top English and French Article Unique Page Views  
(April 1, 2013 - March 31, 2014 – posted at any point)

<a href="http://www.cea-ace.ca/education-canada">www.cea-ace.ca/education-canada</a>	<a href="http://www.cea-ace.ca/fr/education-canada">http://www.cea-ace.ca/fr/education-canada</a>
1. Self-Regulation: Calm, Alert, and Learning* Stuart Shanker	1. Apprendre à rédiger un texte argumentatif sur la question de la violence: quel(s) objet(s) d'enseignement-apprentissage en classe de français ? Marianne Jacquin
2. Engaging Students Through Effective Questions Mary-Anne Neal	2. L'approche actionnelle dans l'enseignement des langues étrangères Marianne Jacquin
3. The Role of the Resource Teacher in an Inclusive Setting Angèla AuCoin and Gordon L. Porter	3. Le rôle des enseignants dans la motivation des garçons envers la lecture et l'écriture Tatiana Carapet



4. Banning the Strap: The End of Corporal Punishment in Canadian Schools Paul Axelrod	4. Apprendre une langue étrangère en sauvegardant sa langue d'origine Georges Duquette
5. School Inclusion Jacqueline Specht	5. Sentiment d'efficacité personnelle Claire Duchesne

### 3.3.5 The *Bulletin* E-Newsletter

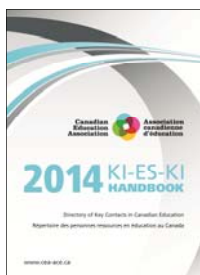
CEA's monthly electronic newsletter, the *Bulletin*, provides brief summaries of the latest education news, research, and events to more than 3,000 subscribers. Through a review of our subscribers' email addresses, in addition to education, they hail from various sources including ICT, the media, government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

#### Bulletin E-Newsletter Subscriber Statistics

March 2013	March 2014	# Increase
2,971	3,402	431

CEA will be strengthening its brand connection to *Education Canada* Magazine with a redesigned *Education Canada* E-Bulletin, which will replace the existing e-Bulletin. It will be launched in September 2014 to improve the promotion of *Education Canada* content while maintaining the existing high-quality research content.

### 3.3.6 *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.

### 3.3.7 School Calendar

Since 1966, CEA has produced and disseminated the School Calendar, which provides all opening and closing dates, statutory holidays, and spring breaks for elementary and secondary schools across Canada. This free resource, compiled annually, is an essential tool for parents and educators plan their busy schedules.

### 3.3.8 Information and Referral Service

With responsibilities for education residing with the provincial and territorial governments, many Canadians rely on CEA for assistance in answering questions and making referrals to the appropriate sources. Leveraging CEA's established pan-Canadian network to the information and support services they require, hundreds of enquiries were received and answered in 2013-2014 covering a great range of issues such as foreign credential assessment, rights to public education, complaints, requests for Canadian contacts by foreign entities, and obscure fact checking for publishers and graduate students.

### 3.4 Recognizing Innovation and Research

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.

#### 3.4.1 The Whitworth Award for Education Research



##### THE WHITWORTH AWARD

Awarded every three years, the Whitworth Award recognizes individuals who have made a sustained and substantial contribution to educational research over a period of time. In October 2013, CEA was pleased to honour Dr. Kate Tilleczeck, Professor and Canada Research Chair in Youth Cultures and Transitions in the Faculty of Education and Arts (Sociology/Anthropology) at the University of Prince Edward Island, with this award in recognition of her work in articulating the impacts of modern society on marginalized students in the context of transitions through school, mental health, and technology.

<http://www.cea-ace.ca/whitworthaward>

#### 3.4.2 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.

In October 2013, CEA was pleased to recognize the following co-winners of this award: Dr. Steve Masson, Professor in the Faculty of Education at the Université du Québec à Montréal for his trailblazing work in combining neuroscience and education and Dr. Leyton Schnellert, Assistant Professor in the Faculty of Education at the University of British Columbia's Okanagan Campus, for his work in improving literacy among adolescent learners – particularly those with learning disabilities – and teachers' practices to support them.

<http://www.cea-ace.ca/cliffordaward>



##### THE PAT CLIFFORD AWARD

### 3.4.3 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 2013-14, seven award winning school programs were recognized for leveraging teacher expertise beyond their subject areas to provide inquiry based real-world learning that takes the classroom outside school walls. Many of these programs involve regular teacher collaboration that focuses on motivating students at risk of not completing school, while others blend indigenous teachings with 21st century learning. They all demonstrate a common commitment to the quality of the relationship between teacher and student.

For an electronic booklet with photos and videos about all 15 2013-2014 Ken Spencer Award finalists: <http://reports.cea-ace.ca/kenspenceraward13-14>

Please visit [www.cea-ace.ca/about-us/media-centre/cea-in-the-news](http://www.cea-ace.ca/about-us/media-centre/cea-in-the-news) for a sampling of articles about these award-winning schools from the past year.

### 3.4.4 Future directions

#### The Innovation that Sticks Fundraising Reception

CEA will host this special fundraising event in October 2014 to celebrate the innovative teaching of three previous CEA Ken Spencer Award winners. These educators will showcase their work at “innovation stations” and will share their perspectives on how their work could be scaled. This informal fundraising event will place an important focus on the challenge of scaling innovation in Canadian schools. Funds raised at this event will be used to establish a new CEA award to help recognize and support courageous education leaders who are in the process of scaling innovative programs and practices throughout their school districts.

## APPENDIX A: CEA BOARD AND COUNCIL MEMBERS, 2013 - 2014

\*Also members of CEA Board of Directors

- Dr. Bruce Beirsto, Education Consultant and Adjunct Professor, Simon Fraser University
- Chantal Beaulieu, Assistant Deputy Minister, English-Speaking, Aboriginal and Cultural Communities, ministère de l'Éducation, du Loisir et du Sport (Québec)
- Michel Bernard, directeur général, Commission scolaire de la Région de Sherbrooke
- Mark Bevan, Director, Workforce Planning and Development (Department), Alberta Education (as of October 2013)
- Dr. Monique Brodeur, doyenne, Faculté des sciences de l'éducation, Université du Québec à Montréal
- John Campey, Executive Director, Social Planning Toronto
- Elizabeth Costa, Director of Instructional Development and Achievement, Department of Education and Early Childhood Development (Prince Edward Island) (until October 2013)
- Paul Cuthbert, Superintendent of Schools and CEO, Evergreen School Division
- Mario Cyr, directeur général, Conseil scolaire francophone de la Colombie-Britannique (retired)
- \*Antoine Dérose, Equity and Engagement Lead GTA Area, Provincial System Support Program, Centre for Addiction and Mental Health
- Frank Dunn, Acting Deputy Minister, Department of Education (Nova Scotia) (as of October 2013)
- Dr. Ross Elliott, Director of Education, Western School District (retired)
- Dr. Gerald Farthing, Deputy Minister, Department of Education and Literacy (Manitoba)
- Dan Florizone, Deputy Minister, Ministry of Education (Saskatchewan) (as of June 2013)
- Dr. Calvin Fraser, Secretary General, Canadian Teachers' Federation
- Michael Furdyk, Director of Technology, Taking IT Global
- \*Darren Googoo, Director of Education, Education Department, Membertou First Nation
- Shelley Green, President, BC Principals' & Vice-Principals' Association
- \*Bernard Jacob, associé, Morency Société d'Avocat
- \*Dr. Michele Jacobsen, Associate Dean, Graduate Programs / Associate Professor, Faculty of Education, University of Calgary
- \*Marty Keast, Owner, Forever Learning Corporation
- \*Chris Kennedy, Superintendent of Schools / CEO, West Vancouver School District No. 45
- Nicole Lemieux, sous-ministre adjointe des politiques et du soutien à la gestion, ministère de l'Éducation, du Loisir et du Sport (Québec)
- \*Dr. Alexander (Sandy) MacDonald, Deputy Minister, Department of Education and Early Childhood Development (Prince Edward Island) (as of October 2013)
- \*Anne MacPhee, Chief Operations Officer, Career Edge Organization
- \*Dr. John Malloy, Director of Education, Hamilton-Wentworth District School Board
- \*John McAuliffe, Superintendent of Education, Learning Services Division, Greater Saskatoon Catholic Schools

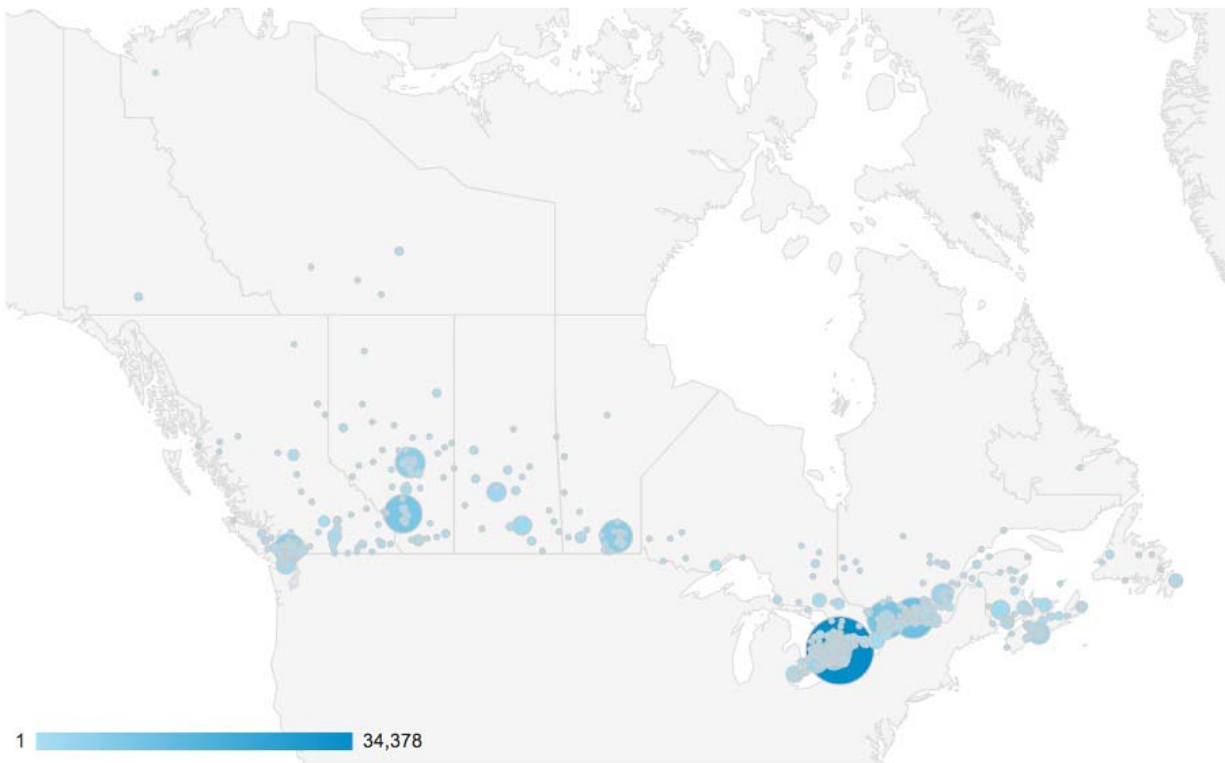
- Catherine McCullough, Director of Education, Sudbury Catholic District School Board
- Darren McKee, Executive Director, Saskatchewan School Boards Association
- John McLaughlin, Deputy Minister, Department of Education (New Brunswick) (as of May 2013)
- Wendy McLeod MacKnight, Deputy Minister, Department of Education (New Brunswick) (until May 2013)
- \*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) (until October 2013)
- \*Roger Paul, directeur général, Fédération nationale des conseils scolaires francophones
- Hervé Poirier, directeur, École-sur-Mer (retired)
- Gérald Richard, sous-ministre, ministère de l'Éducation et du Développement de la petite enfance (New Brunswick)
- \*Denise Rose, Superintendent of Schools, Foothills School Division No. 38
- Valerie Royle, Deputy Minister, Department of Education (Yukon) (as of May 2013)
- Céline Saint-Pierre, professeure émérite de sociologie, Université du Québec à Montréal
- Alfred Sakyi, Acting Director, School Research and Improvement Branch, Alberta Education (until October 2013)
- Cheryl Senecal, Deputy Minister, Ministry of Education (Saskatchewan)(until June 2013)
- \*Dr. Ken Spencer
- Yves St. Maurice, président, Association canadienne d'éducation de la langue française
- David Steele, Managing Partner, Wave Learning
- Dr. Kate Tilleczeck, Professor, Faculty of Education, University of Prince Edward Island
- Dianne Turner, Superintendent, Delta School District
- Janet Walsh, President, Canadian Home and School Federation (retired)
- Christie Whitley, Assistant Deputy Minister, Public Schools Branch, Department of Education (Yukon) (until May 2013)
- James B. Wilson, Treaty Commissioner, Treaty Relations Commission of Manitoba
- George Zegarac, Deputy Minister, Ministry of Education (Ontario)
- \*Lynne Zucker, Vice President, Clinical Systems Integration, Canada Health Infoway

## APPENDIX B: CEA WEBSITE STATISTICS, April 1, 2013 – March 31, 2014

### Source of Canadian Visitors by Province and Territory

1. Ontario
2. Quebec
3. British Columbia
4. Alberta
5. Manitoba
6. Nova Scotia
7. Saskatchewan
8. New Brunswick
9. Newfoundland and Labrador
10. Prince Edward Island
11. Northwest Territories
12. Yukon
13. Nunavut

### Top Website Visitors by Canadian City



#### Top 5 Website Pages (excluding landing page)

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

#### Top 5 Mobile Website Pages (excluding landing page)

1. Self-Regulation: Calm, Alert, and Learning\* (*Education Canada* Magazine article)
2. Nova Scotia Report Cards make an odd bit of summer reading (Blog post by Grant Frost)
3. Engaging Students Through Effective Questions (*Education Canada* Magazine article)
4. Marginalized Youth in Contemporary Educational Contexts: A Tranquil Invitation to a Rebellious Celebration (*Education Canada* Magazine article)
5. Banning the Strap: The End of Corporal Punishment in Canadian Schools (*Education Canada* Magazine article)

#### Publications Released Online

Title	Link
2013-14 School Calendar	<a href="http://www.cea-ace.ca/publication/2013-2014-school-calendar">http://www.cea-ace.ca/publication/2013-2014-school-calendar</a>
The Facts on Education: <ul style="list-style-type: none"><li>• Do good grades in high school guarantee post-secondary success?</li><li>• Under what conditions does technology impact learning?</li><li>• What is the Value of Standardized Testing?</li></ul>	<a href="http://www.cea-ace.ca/facts-on-education">http://www.cea-ace.ca/facts-on-education</a>
The Ken Spencer Award: 2013-2014 Finalists	<a href="http://reports.cea-ace.ca/kenspenceraward13-14">http://reports.cea-ace.ca/kenspenceraward13-14</a>
<i>What's Standing in the Way of Change in Education?</i> Reflections from the Canadian Education Association's Calgary Workshop	<a href="http://reports.cea-ace.ca/calgary_2013_report_en">http://reports.cea-ace.ca/calgary_2013_report_en</a>
CEA Calgary Workshop Summary	<a href="http://www.cea-ace.ca/publication/cea-calgary-workshop-summary">http://www.cea-ace.ca/publication/cea-calgary-workshop-summary</a>

