



Annual Performance Report to Sustaining Members 2014-2015



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1. 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 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. CEA’S STRATEGIC FRAMEWORK AND DIRECTION: ENGAGING SYSTEMS

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

In order to achieve this ambitious goal, four overarching and interrelated strategies informed CEA activities advancing an agenda of transformation across Canada’s public education systems:

1. Convening Education Stakeholders.
2. Supporting Education Changemakers.
3. Informing Education Changemakers.
4. Recognizing Innovation and Research.

What follows is information on CEA’s work in these four strategy areas in 2014-2015. We are grateful to our Sustaining Members for making this work possible.

2.1. 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.

2.1.1. *The Challenge to Change* Symposium



In 2013-14, CEA made it our priority to work with education stakeholders to figure out how the most effective and engaging teaching and learning practices could be implemented and scaled in all Canadian classrooms. Through school and classroom change mobilization efforts like the *What’s Standing in the Way of Change in Education?* workshops, CEA has worked with entire school communities – students, parents, teachers, teacher associations,

administrators, faculty, First Nations communities, and ministry of education representatives – to engage with these questions.

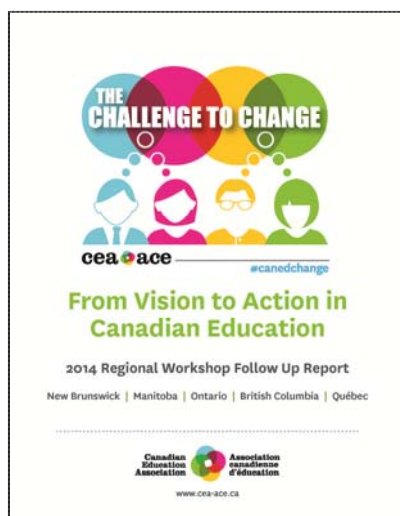
Educators and other stakeholders found it relatively easy to identify the barriers to change and they worked together to discuss the actions that have made their isolated efforts successful despite these barriers. This information is critical to CEA as we can learn what structures, policies, practices and procedures encumber and which enable deep and engaging ‘21st Century’ classroom learning environments in schools and classrooms across Canada.

But the real challenge is to transition from discussing what needs to change within our education systems, towards determining how we can implement those changes across entire school districts and across the country. The question of ‘HOW’ we achieve change in our classrooms and schools is the focus of CEA’s *The Challenge to Change Symposium*.

CEA’s *The Challenge to Change Symposium* was a fast-paced one-day program that brought together Canadian education leaders working at the macro level of education systems: school district superintendents, ministry of education deputy ministers, faculty of education deans, researchers and teacher association representatives to determine how education stakeholders can contribute to true transformative change on a systems level, to move beyond the talk of *what* we want our schools and classrooms to look like towards a discussion of *how* we begin to make those changes system-wide.

CEA partnered with [Collaborative Impact](#) – an international social purpose partnership brokering organization – to inspire participants to reflect honestly about their own theory of change, display courage in addressing the ‘elephants in the room’ that are preventing systems change, and see the importance of shifting from merely defining what they think public education should look like to articulating ‘the how’ of education systems change. We wanted participants to return to work with good ideas for a viable change plan.

To view videos of the presentations and panel discussions from this event, please visit: www.ceaa-ce.ca/video



At this symposium, CEA launched a research report entitled: *The Challenge to Change - From Vision to Action in Canadian Education*. This was a follow up report from the 2014 *What's standing in the way of change in education?* regional workshops, which took place in the spring of 2014.

This report shares the anecdotal research based on feedback collected from over 700 educators, students, and education stakeholders – from across Canada – on their visions for what school should be, the barriers that stand in the way of achieving those visions, and some actions that could overcome these barriers.

The Challenge to Change - From Vision to Action in Canadian Education:

<http://www.cea-ace.ca/publication/challenge-change-vision-action-canadian-education>

2.1.2. Aboriginal Education: the Urgency to Act - A candid conversation with The Right Honourable Paul Martin

In conversation with CEA President and CEO Ron Canuel, Mr. Martin articulated the crucial steps that must be taken to provide Indigenous children the future they deserve. This exclusive event brought together over 100 Aboriginal, education, and corporate leaders with a vested interest in supporting Indigenous student success. This event helped raise funds for CEA's general operations.



To view a video of this conversation, please visit: www.cea-ace.ca/video

Canadian Education Forum

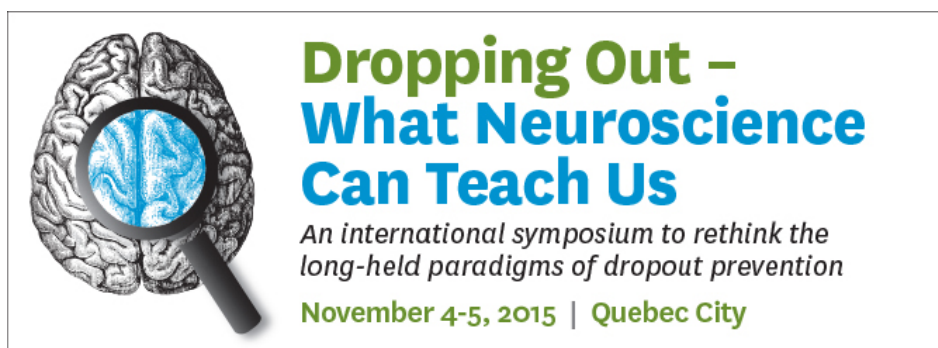
The Challenge to Change – Getting to the “How”

CEA co-hosted a one-day Canadian Education Forum for Canadian not-for-profit education organizations in Ottawa at the Conference Board of Canada. While corporations and foundations have invested significant funds into public education, with a view to improving student achievement and well-being, but with the results remaining mixed at best, there is increasing frustration to why change is not happening faster becoming more and more apparent. At this session, CEA CEO Ron Canuel shared insights with over 20 national organization leaders from what CEA's research revealed, and asked participants to share their feedback on these findings, and discuss how to create alternative change strategies.

2.1.3. Future Directions

One key finding shared in CEA's *The Challenge to Change* research report and by participants at the similarly titled 2014 symposium was that longstanding mindsets and assumptions about education and schooling – or a deeply embedded set of beliefs about teaching and learning – were a significant barrier to education systems transformation. This is why CEA has chosen to host a symposium in November 2015 to showcase the potential of new neuroscience research findings as a way for educators to begin to question their belief sets about teaching and learning and the systems that they work in.

Dropping Out - What Neuroscience Can Teach Us



Educators are on an eternal quest to better understand how children learn, what conditions help them learn, and how difficulties with learning arise. Emerging discoveries in neuroscience promise to shed light on these very questions: how young learners process information, remember, focus attention, problem-solve, create, and construct meaning. Moreover, researchers are starting to uncover how interaction with teachers influences the way students' brains work.

CEA's mission is to support transformation in public education across Canada and to get *all* students engaged in their learning. At this November 2015 symposium, we will challenge traditional approaches to dropout prevention by introducing the potential contribution that neuroscience can have by answering the following questions.

- What promise does the application of neuroscience in education have for addressing persistent student dropout rates across Canada?
- Do educators need to adapt their approach to better address the needs of a segment of our population that drops out, in light of recent findings in neuroscience?

Several prominent neuroscience researchers have accepted the challenge to translate their evidence-based findings to best explain how it could dramatically affect not only how we currently view teaching and learning, but in particular, how this neuroscience research can support students at risk of dropping out of school.

Based on the success of the Canadian Education Forum, CEA is planning the following new events that will connect our research and information resources to stakeholders from a number of target audiences from various regions working within and alongside Canada's education sector:

- CEOs' Forum – Saskatoon, SK
- Francophone CEOs' Forum – Magog, QC
- Aboriginal Educators Forum – Location TBD
- Canadian Trends in Education Corporate Breakfast – Toronto, ON
- Canadian Trends in Education Corporate Breakfast – Halifax, NS
- Canadian Education Forum – Ottawa, ON

2.2. Supporting Education Changemakers

Because of its pan-Canadian reach, its well-established networks, its credibility with different audiences and stakeholders, its production and dissemination of research that can impact practice and enhance student engagement, and its use of social media and other communications strategies, CEA is ideally situated to play this role for Canadian educators.

2.2.1. CEA Engagement Professional Development Program

Integrating three evidence-based school improvement orientations to build deep learning for students, teachers and principals.

What did you do in school today? (student engagement), *Teaching the Way We Aspire to Teach* (teacher engagement) and *Leading the Way We Aspire to Lead* (principal engagement) are CEA's signature action research initiatives. They also serve as power levers for achieving the changes that we aim to see in schools and school communities. The prime objective of these CEA PD orientations is to generate increased levels of student, teacher, principal, and community engagement by providing tangible and realistic successful teaching outcomes. These three PD orientations will also bring about increased community involvement because research has clearly demonstrated that when there is increased interaction between school and the community, all participants gain in knowledge, wisdom and experience. For school districts, these three PD orientations will become critical links to their overall vision, mission and community building processes.

Since 2007, CEA has focused on creating a provocative set of new pedagogical and leadership strategies generated by insightful research and best practices across Canada and around the world. In particular, the domain of student engagement is informed by a detailed conceptual framework and solid base of evidence about students' engagement in school and learning. In the education sector, this is a unique example of a successful action research initiative and this knowledge is at the core of this CEA Engagement PD component.

Since 2013, CEA representatives have provided sustained Engagement PD support to the schools under the coordination of the Yellowhead Tribal College (YTC) in Alberta. Throughout this PD integration process, 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.

Student Engagement PD



What did you do in school today? – Increasing students' intellectual engagement

What did you do in school today? represents an important component of CEA's PD approach. Launched in 2009, it remains one of the few initiatives in Canada that focuses specifically on the experiences of students. It is the only initiative that focuses on the powerful concept of intellectual engagement.

The core ideas of the initiative have made a significant contribution to understanding the important relationships between student engagement and valued social and intellectual outcomes of learning. These concepts are equally applicable to Indigenous communities as they are in the general education sector. By advancing student engagement as a core idea for improving the quality of teaching and learning in Canadian schools, *What did you do in school today?* has also confirmed that young people's engagement in school not only affects their future, but also the quality of their daily lives and experiences now. Student voice will be an essential component in this PD approach.

The purpose of integrating *What did you do in school today?* action research into this PD approach is to build the school districts' and schools' capacity in addressing the intellectual engagement of students. As a new set of ideas, however, school districts and schools do not always have a clear sense of how to effect change in their classrooms, schools and districts. Many schools and districts have approached CEA saying that they want to increase levels of intellectual engagement and flow, but they simply don't know how.

Using a tailor-made model of PD, schools are provided with ongoing, on-site support to further develop principals' and teachers' knowledge and skills to increase student intellectual commitment to learning and achievement.

The core ideas of *What did you do in school today?* resonate strongly with educators, parents, and students because they capture the kind of learning experiences we want for all students. 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. Of particular interest is that 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 the learning is for.

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

As a research and development initiative, *What did you do in school today?* student engagement PD offers a comprehensive orientation to school districts and schools as a foundation for allowing educators and students to co-design school and classroom change in the specific contexts that they find themselves working in.

Teacher Engagement PD

Teaching the Way We Aspire to Teach

Research continually presents compelling evidence revealing that, of all school factors, teaching makes the biggest difference to students' success. CEA focuses on asking teachers the following fundamental questions:



- Do teachers get to teach the way they aspire to? If not, why not?
- What are the conditions that permit teachers to develop and exercise their professionalism, including using their professional judgment?
- How can we ensure that schools become places of creativity, ingenuity, relevancy and innovation?

The foundation of this teacher engagement PD is to build teachers' capacity to maximize students' learning. CEA representatives know that globalization and the emergence of a knowledge society are placing new demands on both students and teachers and requiring schools to become places of innovation, ingenuity and creativity. We also know that teaching is an intellectual job that requires teachers to receive support and recognition as learners who require a safe space to reflect on their own practice, both alone and with colleagues.

CEA intends to help teachers create an environment where they can engage in ongoing reflection, collaboration and innovation, which will contribute to building an effective teaching 'DNA' within the school, empower teachers, and reduce staff turnover. The ultimate goal of this teacher engagement PD is to build learning environments that are equally engaging for both teachers and students.

In the *Teaching the Way We Aspire to Teach* PD component, CEA seeks to re-engage teachers' positive vision and values by helping them remember a specific time when they came close to bringing their original "vision" to life in their classrooms. Teachers may recount a story of when the connections between them and their students were strongest. It could also be a story of a time when they felt that everything was working and they were 'in the zone', successfully creating a learning environment that sustained the highest forms of student intellectual engagement. This PD assists teachers to recall a time when they found themselves teaching in the way that they aspired to teach. The most critical component to this PD is the focus on reflecting on the details of their positive stories – what the teacher brought to the situation, and the relationships and the other elements that made things work so well. This teacher engagement PD initiative will help teachers get one step closer to identifying how their vision of excellence might be brought to life more often.

Principal Engagement PD

Leading the Way We Aspire to Lead

This third element of CEA's Engagement PD Component is based on exhaustive research over the past twenty years that continues to support the evidence that effective schools are led by effective principals. In *Leading the Way We Aspire*



to Lead, CEA mirrors the appreciative inquiry format of *Teaching the Way We Aspire to Teach*, while applying the context of leadership in schools and school boards. CEA will also provide a series of materials for the principals outlining the research-based effects of their leadership on student achievement.

By reflecting on the details of personal stories – what was brought to a “situation”, the relationships and the other elements that made things work so well – principals will be one step closer to identifying how their vision might be brought to life more often in their schools. By engaging in this process as a group, participants will be one step closer to understanding the conditions necessary to ensure that these peak experiences occur more often. This will create higher levels of confidence and assuredness within and among the school district principals groups. *Leading the Way We Aspire to Lead* workshops will stimulate the realization among school-based administrators that success, in many cases, is easily within reach.

2.2.2. CEA Visibility in Canada's Education Sector

In addition to conducting twelve PD sessions, CEA supports educators across the country by bringing our research programs and findings directly to provincial and territorial stakeholders. In 2014-2015, CEA representatives presented at 15 conferences; facilitated five *What's standing in the way of change in education?* Regional Workshops; met with two 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 representatives also attended 27 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.

2.2.3. Future Directions

CEA will be embarking upon an ambitious and unique PD delivery program with a select group of on-reserve schools in Quebec during the 2015-2016 academic year. Over the past few years, CEA has been supporting educators working within the Canadian Indigenous education system because the sense of urgency to implement deep meaningful change is more pronounced and desired. Through its PD delivery experience, CEA has recognized that among Canadian Indigenous Nations, there has been a separation between school and community. This disengagement has

led to profound challenges currently faced by educators in these schools and with this knowledge, CEA will deliver its Engagement PD Program to transform classroom learning environments and to re-engage Indigenous students, parents and communities in schools. CEA's approach will be deeply respectful of each Indigenous culture, values and traditions and integrate Indigenous holistic perspectives into classrooms and schools.

2.3. Informing Education Changemakers

Because of CEA's pan-Canadian reach, its well-established networks, its credibility with different audiences and stakeholders, and its use of social media and other communications strategies, the Association plays a vital intermediary role in moving education knowledge to policymakers, practitioners, parents, and the general public. Sustaining Members support CEA in providing the following programs and services to educators in their provinces and territories.

2.3.1. CEA Research and Publications

2.3.1.1. The *Facts on Education* Series

With the support of the Canadian School Board Association (CSBA), CEA teamed up with researchers from the Simon Fraser University, who produced five evidence-based fact sheets like *Is inquiry-based learning effective?* 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

CEA is pleased to be working with CSBA and education researchers from the University of New Brunswick for the production of five new *Facts on Education* fact sheets, which will be distributed throughout the 2015-2016 academic year.

2.3.1.2. *Education Canada Magazine*



The print and online versions of *Education Canada Magazine* are committed to providing current and relevant articles that examine the latest policy and practice issues that are trending in provincial education systems and affect us all. Our content reframes complex education policy and practice debates with powerful new ideas and insights that bridge the gap between research, policy, and practice, in both English and French. *Education Canada's* commitment to quality makes it one of Canada's preferred education magazine among readers representing the entire spectrum of this sector.

Since 2013, *Education Canada* has focused each issue on a specific timely education topic, such as Indigenous student success and student mental health. These issues often include a topic expert who serves as a contributing editor, provides article author referrals and an inside view on the chosen

theme topics. A series of guest blog posts from a variety of past *Education Canada* article contributors and other key stakeholders adds to the depth and breadth of analysis and authority that is synonymous with our content brand.

An expansion of the *Education Canada's* Editorial Board to include teachers, principals, parent stakeholders and former journalists has produced some very rich conversations to help define the publication's angles on themes, and has provided the English and French editors with a larger pool of article ideas and author referrals.

CEA staff has heightened capacity to leverage social media, Google not-for-profit ad grants, and the *Education Canada* monthly promotional e-newsletter to drive more traffic to *Education Canada Online*. Unique page views on the desktop and mobile versions of *Education Canada Online* increased from 178,669 (159,548 desktop, 19,121 mobile) in 2013-2014 to 230,777 (198,235 desktop/32,542 mobile) in 2014-2015, which represents a 29% increase.

Education Canada Magazine Top English and French Article Unique Page Views
(April 1, 2014 - March 31, 2015 – posted at any point)

www.cea-ace.ca/education-canada	http://www.cea-ace.ca/fr/education-canada
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 Angèle AuCoin and Gordon L. Porter	3. Apprendre une langue étrangère en sauvegardant sa langue d'origine Georges Duquette
4. Teaching by the Medicine Wheel Nicole Bell	4. L'expérience scolaire et sociale de jeunes issus de l'immigration dans trois écoles de milieux défavorisés à Montréal Geneviève Audet et Maryse Potvin
5. Banning the Strap: The End of Corporal Punishment in Canadian Schools Paul Axelrod	5. L'école à la maison au Québec Christine Brabant et Sarah Arsenault

2.3.1.3. *The Education Canada Bulletin* E-Newsletter



Published since 1957, CEA's monthly e-Bulletin represents a trusted and important information dissemination tool for CEA. The revamped version of this publication – *Education Canada* e-Bulletin – places a greater emphasis on CEA content, events, and initiatives. Since the launch of this e-newsletter format, our subscriber list has grown steadily, after a dramatic decline following the process of complying with the federal anti-spam legislation.

***Education Canada Bulletin* E-Newsletter Subscriber Statistics**

March 2014	March 2015	# Change
3,402	2,131	-1,271*

* Due to the implementation of the Canada Anti-Spam Legislation (CASL), our subscriber base dropped significantly to include only association members and outside parties who had given explicit consent to be sent the *Education Canada Bulletin*. However, this greatly increased the quality of our subscriber base, as these were confirmed to be active contacts. Our open rate increased from 30-40% to 40-50%, well above the 21% industry average.

2.3.1.4. *The Canadian Education Directory* (formerly *KI-ES-KI Handbook*)

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

2.3.1.5. *The CEA 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 and one of CEA's most downloaded documents from its website.

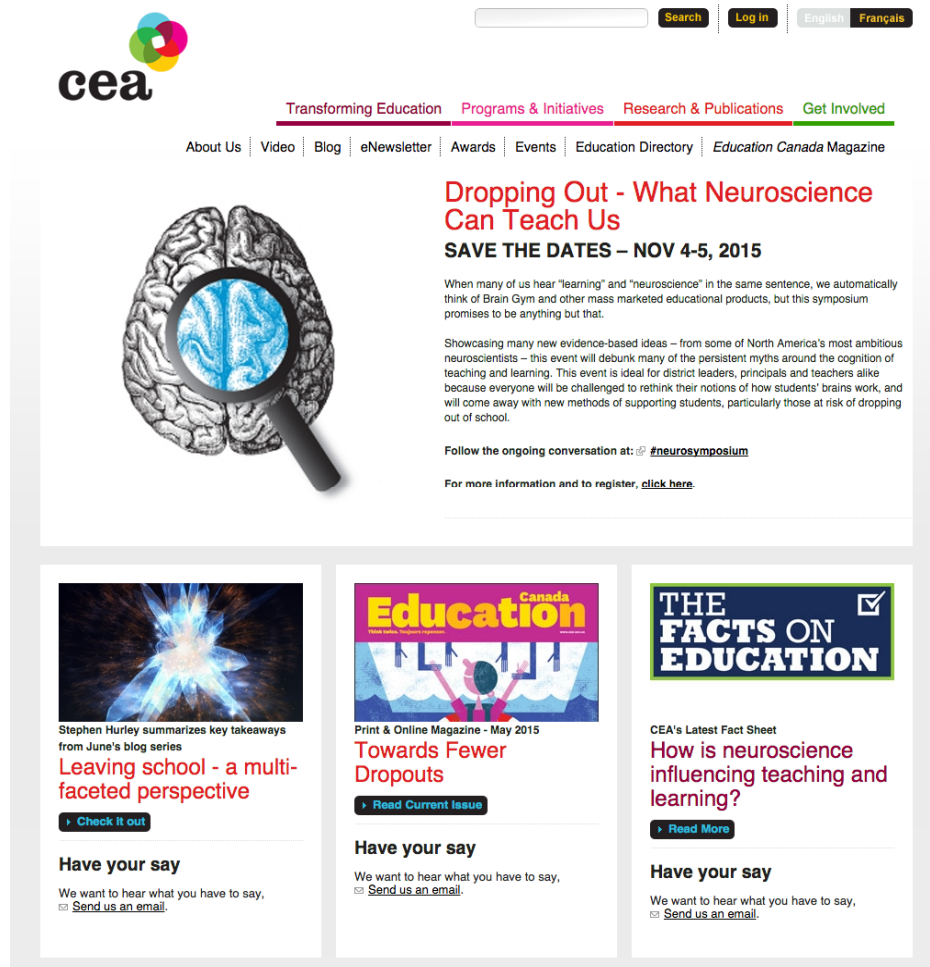


2.3.1.6. *Information and Referral Service*

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 2014-2015 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.

Digital Engagement Strategy

The CEA website, including the online version of *Education Canada Magazine*, social media traffic and referrals continue to grow. By leveraging the combined strength of our highly respected *Education Canada Magazine*, popular *The Facts on Education* fact sheets, blog entries, and social media channels on a particular topic such as student mental health and aboriginal student success, CEA has reinforced its essential role as information intermediary to influence the narrative on issues of vital importance in Canadian public education.



The screenshot shows the CEA website interface. At the top left is the CEA logo, a colorful circular icon above the letters 'cea'. To the right is a search bar with 'Search', 'Log in', and language links for 'English' and 'Français'. Below this is a horizontal navigation bar with links: 'Transforming Education', 'Programs & Initiatives', 'Research & Publications', and 'Get Involved'. A secondary navigation bar includes 'About Us', 'Video', 'Blog', 'eNewsletter', 'Awards', 'Events', 'Education Directory', and 'Education Canada Magazine'.

The main content area features a large article titled 'Dropping Out - What Neuroscience Can Teach Us' with the subtext 'SAVE THE DATES – NOV 4-5, 2015'. It includes an image of a brain with a magnifying glass over a specific area. The text describes a symposium on neuroscience in education, promising to debunk myths and challenge existing notions of teaching and learning. It encourages participation from district leaders, principals, and teachers. Social media links for Twitter (#neurosymposium) and a registration link are provided.

Below the main article are three featured content tiles:

- Left tile:** Features a blue, star-like graphic. Text: 'Stephen Hurley summarizes key takeaways from June's blog series', 'Leaving school - a multi-faceted perspective', and a 'Check it out' button. It also includes a 'Have your say' section with an email link.
- Middle tile:** Features the 'Education Canada' magazine cover. Text: 'Print & Online Magazine - May 2015', 'Towards Fewer Dropouts', and a 'Read Current Issue' button. It also includes a 'Have your say' section with an email link.
- Right tile:** Features the 'THE FACTS ON EDUCATION' logo. Text: 'CEA's Latest Fact Sheet', 'How is neuroscience influencing teaching and learning?', and a 'Read More' button. It also includes a 'Have your say' section with an email link.

2.3.1.7. CEA Website and Social Media Channels

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 presence on social media, experienced a 44% increase in visitors from April 1, 2014-March 31, 2015 compared to the previous year. The website received a total of 379,692 unique visitors throughout the year and 742,661 pageviews overall.

CEA Website Visitor Statistics

Unique Visitors 4-1-13 to 3-31-14	Unique Visitors 4-1-14 to 3-31-15	# Increase	% Increase
262,957	379,692	116,735	44.39%

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. Significant growth was seen in the latter half of the fiscal year. This trend is also reflected in the clickthrough rate of shared links.

CEA social media presence continued to increase from April 1, 2014 - March 31, 2015. Highlights include:

- Over 14,927 total video plays from April 1, 2014-March 31, 2015 on our YouTube and Vimeo channels;
- 4,593 Twitter followers (3,995 @cea_ace and 598 @EdCanPub);
- 262 RSS feed subscribers; and
- 781 Facebook likes total.



Tweets during this period earned an average of 1,100 impressions per day with an engagement rate (engagements/# of posts) of 1.6%. Engagements include link clicks, retweets, favourites and replies.

Audience insights:

Top 5 Blog Posts

(Unique page views on www.cea-ace.ca/blog and www.cea-ace.ca/blogue from April 1, 2014-March 31, 2015)

English	French
1. Why do we need innovation in education? Ron Canuel	1. Les neuromythes constituent un obstacle au changement dans le domaine de l'éducation Steve Masson
2. What does Student Mental Health have to do with Teaching in the Classroom? Lynette Eulette	2. Le rôle des intervenants en milieu scolaire José Millette et Stéphanie Leclerc
3. Is our focus on assessment taking away from our children's education? Stephen Hurley	3. Un nouveau venu dans l'arène de la santé mentale des élèves du XXI siècle Renée Guimond-Plourde
4. Teachers in Crisis: A Crisis in Teaching? Grant Frost	4. En quoi la participation des parents à l'éducation influe-t-elle sur l'apprentissage des enfants? Lucy Le Mare
5. What is a Teacher's Expertise? Bruce Beairsto	5. Pourquoi avons-nous besoin d'innovation en éducation? Ron Canuel

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 66,871 unique visitors from April 1, 2014-March 31, 2015 and can be accessed at: m.cea-ace.ca. A more consistent brand experience using responsive design will be developed to further increase mobile traffic, with expected implementation in the 2016-17 year.

2.3.2. Future Directions

CEA's Twitter, Facebook and LinkedIn feeds will shift from a more traditional CEA content broadcast model to a two-way exchange of research, media clips, blog entries, videos, etc., in an effort to aggressively expand our base of virtual followers.

In order to safeguard and expand our online audience and advertising revenue, it has now become essential to mobilize the redesign of CEA's five-year-old website in order to accommodate the growing number of readers who choose to consume information via their Smartphones and tablets. The next iteration of the CEA/*Education Canada's* responsive-design web presence will be planned and implemented throughout the next year.

2.4. Recognizing Innovation and Research

CEA recognizes and 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, revisiting commonly held assumptions in education policy, practice or theory, and driving educational change in Canada. These awards serve an important knowledge mobilization role by showcasing innovative and transformative ideas with educators across the country. They also reinforce CEA’s positioning as an authoritative voice among media that report on these award-winning programs. Building on the continued success of its current awards, CEA is launching additional recognition programs to discover, profile and promote the work courageous education innovators.

2.4.1. The ‘Innovation that Sticks’ School District Case Study Program

CEA believes there are school districts that are accomplishing transformative work, yet few outside of those districts know what is taking place. It’s an enormous challenge for district leaders to transform their schools while managing so many of the day-to-day responsibilities of a deeply entrenched system. This is why CEA wants to learn about, distill and promote how one school

district is beginning to find success in scaling and transforming their schools to meet the needs of all 21st century learners. The case study research produced in this initiative will provide a framework for other school district leaders to better determine how they can get their own ‘innovations to stick’ and achieve their goals.

The selected school district will receive a \$10,000 contribution to grow their innovative programs and practice, and will share “lessons learned” with CEA researchers about the conditions and processes that led to the beginning of scalable innovation in classrooms and schools throughout their district. A case study report will be produced to provide concrete guidance and support to other school district leaders faced with the challenge of determining how they can get their own ‘innovations to stick’ and achieve their goals.

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



2.4.2. The Ken Spencer Award for Innovation in Teaching and Learning

Since 2009, this award has grown into an effective vehicle for discovering and profiling innovators and increase CEA visibility among school districts and the media. It 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.



THE KEN SPENCER AWARD

In 2014-2015, seven award winning school programs were recognized for tapping into students' passions, which lead to increased motivation through meaningful relevant learning. These models exhibit well-nurtured growth, creativity, flexibility, and potential scalability to additional classrooms and schools. Their success relies upon trusting relationships built between students and teachers, mentors, business leaders, and parents, which serve to reconnect many disengaged students to a love of learning.

For an electronic booklet with photos and videos about all seven 2014-2015 Ken Spencer Award finalists: <http://cea-ace.s3.amazonaws.com/media/CEA-2014-Ken-Spencer-Award-Finalists-Booklet.pdf>

Please visit 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.

2.4.3. The Pat Clifford Award for Early Career Research



THE PAT CLIFFORD AWARD

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 2014, CEA was pleased to recognize Dr. Gregory Lowan-Trudeau Assistant Professor in the University of Calgary's Werklund School of Education – as the recipient of this award for his work in developing a critical understanding among current and future teachers of the link between Aboriginal ways of knowing, the historical basis for land claims and rights, and how this relates to contemporary resource development issues and associated activism.

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

<http://www.cea-ace.ca/2014CliffordAward>

2.4.4. Future directions



CEA has partnered with the Reader's Digest Foundation of Canada to Launch the 2015 Canadian Innovators in Education Awards. \$40,000 in prizes available to schools and school districts that have influenced lasting change in their education systems. The Canadian Innovators in Education Awards will celebrate and promote educators who are leading lasting and system-changing initiatives at all levels of K-12 education in Canada. First prize is \$25,000. The second and third prizes are \$10,000 and \$5,000, respectively. These awards will recognize and showcase the work of

teachers, principals and administrators who are developing innovative teaching and learning programs throughout their school districts with a particular focus on improving student engagement and learning. Winners will be chosen by a jury of CEA and Reader's Digest representatives and will be announced in November 2015.

APPENDIX A: CEA BOARD AND COUNCIL MEMBERS, 2014 - 2015

*Also members of CEA Board of Directors

- *Rob Adley, Vice President, Pre-Sales and Solutions Architecture, HP Enterprise Group, Hewlett-Packard (Canada) Co.
- Karen Andrews, Research Director, Alberta Education
- Judy Arnold, Interim Deputy Minister, Department of Education (Yukon) (as of March 2015)
- 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, de l'Enseignement supérieur et de la Recherche (Québec)
- Michel Bernard, directeur général, Commission scolaire de la Région de Sherbrooke
- Dr. Monique Brodeur, doyenne, Faculté des sciences de l'éducation, Université du Québec à Montréal
- John Campey, Executive Director, Ralph Thornton Centre
- Jim Costello, Director of Education, Lambton Kent District School Board
- Paul Cuthbert, Superintendent of Schools and CEO, Evergreen School Division
- *Antoine Dérose, Equity and Engagement Lead GTA Area, Provincial System Support Program, Centre for Addiction and Mental Health
- Dr. Ross Elliott, Director of Education, Western School District (retired)
- Dr. Gerald Farthing, Deputy Minister, Department of Education and Advanced Learning (Manitoba)
- Dr. Calvin Fraser, Secretary General, Canadian Teachers' Federation (until Jan 2015)
- Michael Furdyk, Director of Technology, Taking IT Global
- *Darren Googoo, Director of Education, Education Department, Membertou First Nation
- Shelley Green, Associate Superintendent, Spectrum and Victoria High School Families, Greater Victoria School District No. 62
- Cassandra Hallett DaSilva, Secretary General, Canadian Teachers' Federation (as of Jan 2015)
- *Bernard Jacob, associé (Lawyer), Morency Société d'Avocat
- *Dr. Michele Jacobsen, Associate Dean, Graduate Programs, Werklund School 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, de l'Enseignement supérieur et de la Recherche (Québec)
- *Dr. Alexander (Sandy) MacDonald, Deputy Minister, Department of Workforce and Advanced Learning, (Prince Edward Island)
- *Anne MacPhee, Chief Operations Officer, Career Edge Organization
- *Dr. John Malloy, Assistant Deputy Minister, Leadership and Learning Environment Division, Ministry of Education (Ontario)

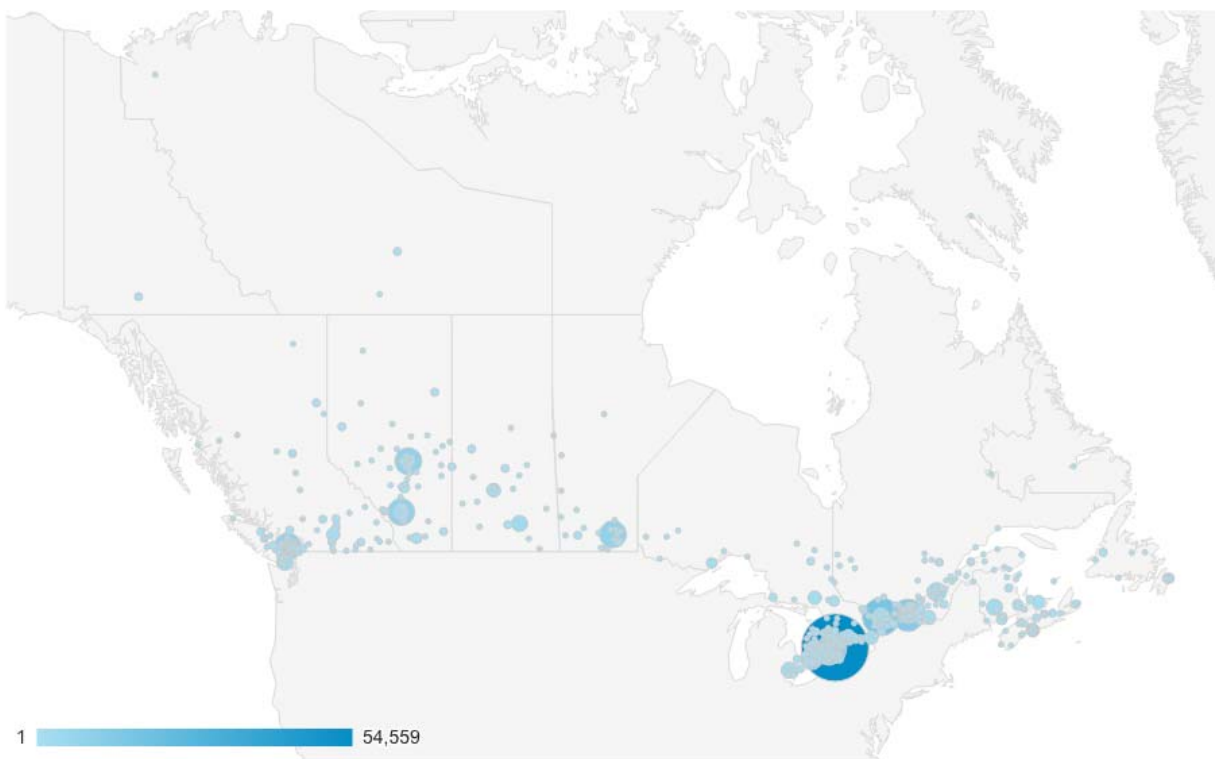
- *John McAuliffe, Superintendent of Education, Learning Services Division, Greater Saskatoon Catholic Schools
- Catherine McCullough, Director of Education, Sudbury Catholic District School Board (retired)
- Darren McKee, Executive Director, Saskatchewan School Boards Association
- Sandra McKenzie, Deputy Minister, Department of Education and Early Childhood Development (Nova Scotia)
- John McLaughlin, Deputy Minister, Department of Education and Early Childhood Development (New Brunswick)
- Brian O'Leary, Superintendent, Seven Oaks School Division
- *Roger Paul, directeur général, Fédération nationale des conseils scolaires francophones
- Darren Pike, CEO/Director of Education, Newfoundland and Labrador English School District
- Hervé Poirier, Principal, École-sur-Mer (retired)
- Donna Quan, Director of Education, Toronto District School Board
- Gérald Richard, sous-ministre, ministère de l'Éducation et du Développement de la petite enfance (New Brunswick)
- Cynthia Richards, President, The Canadian Home and School Federation
- Valerie Royle, Deputy Minister, Department of Education (Yukon) (until March 2015)
- *Dean Shareski, Community Manager, Discovery Education Canada
- *Yves St. Maurice, président, Association canadienne d'éducation de la langue française
- David Steele, Managing Partner, Wave Learning
- Dr. Kate Tilliczek, Professor, Faculty of Education, University of Prince Edward Island
- Dianne Turner, Superintendent, Delta School District
- Janet Walsh, President, Canadian Home and School Federation (retired)
- Ron Weston, Chief Superintendent, St. James-Assiniboia School Division
- 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, 2014 – March 31, 2015

Top Sources of Canadian Visitors by Province and Territory

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

Top Sources of Canadian Visitors by City



Top 10 Website Pages (excluding homepage)

1. 2014-2015 School Calendar
2. 2013-2014 School Calendar
3. *Education Canada* Homepage
4. Self-Regulation: Calm, Alert, and Learning (*Education Canada* Magazine article)
5. School Calendars
6. Engaging Students Through Effective Questions (*Education Canada* Magazine article)
7. About Us
8. Research & Publications
9. The Role of the Resource Teacher in an Inclusive Setting (*Education Canada* Magazine article)
10. Blog

Top 10 Mobile Website Pages (excluding homepage)

1. 2014-2015 School Calendar
2. Self-Regulation: Calm, Alert, and Learning (*Education Canada* Magazine article)
3. 2013-2014 School Calendar
4. Engaging Students Through Effective Questions (*Education Canada* Magazine article)
5. The Role of the Resource Teacher in an Inclusive Setting (*Education Canada* Magazine article)
6. Banning the Strap: The End of Corporal Punishment in Canadian Schools (*Education Canada* Magazine article)
7. *Education Canada* Homepage
8. Teaching by the Medicine Wheel (*Education Canada* Magazine article)
9. Apprendre à rédiger un texte argumentatif sur la question de la violence: quel(s) objet(s) d'enseignement-apprentissage en classe de français? (*Education Canada* Magazine article)
10. *What did you do in school today?* Professional Development Program

Publications Released Online

Title	Link
2014-15 School Calendar	http://www.cea-ace.ca/publication/2014-2015-school-calendar
<i>The Facts on Education:</i> <ul style="list-style-type: none">• What is effective teacher professional development?• Is inquiry-based learning effective?• How does parent involvement in education affect children's learning?• How can we create conditions for Aboriginal student success in our public schools?• What are effective approaches to improving students' mental well-being?	http://www.cea-ace.ca/facts-on-education
<i>The Challenge to Change - From Vision to Action in Canadian Education</i> 2014 Regional Workshop Follow Up Report	http://www.cea-ace.ca/publication/challenge-change-vision-action-canadian-education

