



# Canadian Education Association 2015-2016 Annual Performance Report



## TABLE OF CONTENTS

### 1. WHO WE ARE

### 2. CEA's STRATEGIC FRAMEWORK AND DIRECTION: ENGAGING SYSTEMS

#### 2.1. Convening Education Stakeholders

- 2.1.1. CEA Symposium - *Dropping Out – What Neuroscience Can Teach Us*
- 2.1.2. CEA Advisory Council Meeting
- 2.1.3. CEOs' Forum
- 2.1.4. Canadian Trends in Education Breakfasts
- 2.1.5. Canadian Deans of Education Meeting
- 2.1.6. Superintendents' Association Forum
- 2.1.7. Future Directions

#### 2.2. Supporting Education Changemakers

- 2.2.1. CEA Professional Learning Programs
- 2.2.2. CEA Visibility in Canada's Education Sector

#### 2.3. Informing Education Changemakers

##### 2.3.1. CEA Research and Publications

- 2.3.1.1. *The Facts on Education Series*
- 2.3.1.2. *Education Canada Magazine*
- 2.3.1.3. *The Education Canada Bulletin* E-Newsletter
- 2.3.1.4. *The Canadian Education Directory*
- 2.3.1.5. The CEA School Calendar
- 2.3.1.6. Information and Referral Service

##### 2.3.2. Digital Engagement Strategy

- 2.3.2.1. CEA Website and Social Media Channels

##### 2.3.3. Future Directions

#### 2.4. Recognizing Education Changemakers

- 2.4.1. The 'Innovation that Sticks' School District Case Study Program
- 2.4.2. The Ken Spencer Award for Innovation in Teaching and Learning
- 2.4.3. The Pat Clifford Award for Early Career Research
- 2.4.4. The Canadian Innovators in Education Awards
- 2.4.5. Future Directions

### APPENDIX A: CEA BOARD AND COUNCIL MEMBERS, 2015-2016

### APPENDIX B: CEA WEBSITE STATISTICS, 2015-2016

## 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 125 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:

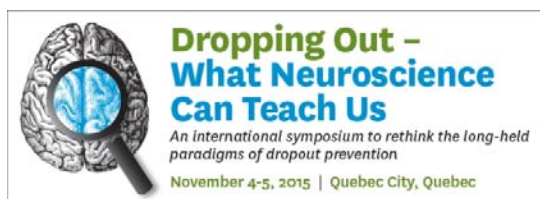
1. Convening Education Stakeholders.
2. Supporting Education Changemakers.
3. Informing Education Changemakers.
4. Recognizing Education Changemakers.

What follows is information on CEA’s work in these four strategy areas in 2015-2016. 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. CEA Symposium - *Dropping Out - What Neuroscience Can Teach Us* – Quebec City, Que.**



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

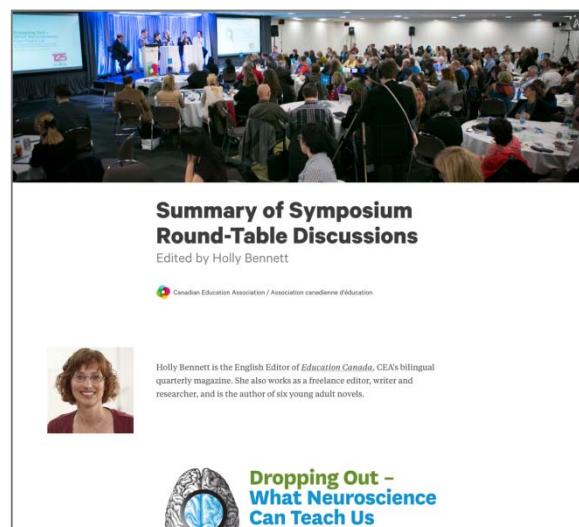


attention, problem-solve, create, and construct meaning. Moreover, researchers are starting to uncover how interaction with teachers influences the way students' brains work.

CEA's mission is to support transformation in public education across Canada and to get *all* students engaged in their learning. At this symposium, CEA challenged 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 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.



**Discussion Notes: 2015 Symposium “Dropping Out: What Neuroscience Can Teach Us”**  
<http://reports.cea-ace.ca/neurosymposium-table-notes>

This online multimedia publication also includes videos of the presentations and panel discussions from this event.

#### **2.1.2. CEA Advisory Council Meeting – Quebec City, Que.**

##### **20 Years After the Quebec Education Reform – Critical Reflections**

*A panel discussion with Quebec education leaders sharing lessons learned while implementing systemic change.*

Three stakeholders who played key roles in the implementation of the Quebec Reform shared their anecdotes, analysis and lessons learned over the years from their diverse leadership vantage points. Based on their experience with the Quebec Reform, these education leaders offered their visions for what pedagogical change is possible when a plan is centered on ensuring the success of all students.

With all provincial education systems currently implementing some form of large-scale 21<sup>st</sup> Century learning strategy, this was a timely and relevant panel discussion.



After the panel discussion, CEA Council Member participants shared their own important experiences and expertise about education system reform with their colleagues during table discussions, which also helped generate key recommendations to CEA moving forward. Content and analysis from this panel discussion has since been packaged into a presentation that CEA President and CEO Ron Canuel has delivered to various provincial education stakeholders across the country. Ministries of education are encouraged to contact CEA if they are interested in receiving a similar insightful presentation as they contemplate their own systemic reforms.



### **2.1.3. CEOs' Forum – Waskesiu Lake, Sask.**

CEA reintroduced its CEOs' Forum, which has brought together Superintendents and Directors of Education from across Canada to share insights on topics of particular interest to them since 1961. This gathering was co-hosted by Greg Chatlain, Director of Education, Greater Saskatoon Catholic Schools near Prince Albert, Saskatchewan. An engaging roster of discussion topics provided participants with a first-hand pan-Canadian vantage point of the challenges and opportunities that chief education officers and their peers are facing in their school districts.

**Round table discussions:**

- Cross Country Check-up – sharing common challenges and initiatives that show promise.
- What keeps CEOs up at night? Input from the participants dealing with operational areas of business.
- Enabling policies: How do provincial and district policies encourage or discourage experimentation?
- Crisis leadership in education.

**Presentations:**

- CEA's *What's standing in the way of change in education?* research report and its impact on school boards.
- Case study: How is Indigenous education impacting your school system?

[www.cea-ace.ca/ceosforum](http://www.cea-ace.ca/ceosforum)

**2.1.4. Canadian Trends in Education Breakfasts – Toronto, Ont. and Halifax, N.S.**

From the ongoing discovery vs. traditional 'math wars', to market-driven systems improvement strategies, to shrinking demographics and budgets, to the latest classroom technology integration techniques, knowing and understanding what's trending in Canadian public education today, these gatherings held in Toronto and Halifax aimed to enhance the strategic work of education, not-for-profit and corporate leaders working within this sector tomorrow.

Attendees received a fast-paced pan-Canadian overview of these hot topics and more from CEA President and CEO Ron Canuel followed by one-on-one Q&A exchanges.

[www.cea-ace.ca/powerbreakfast](http://www.cea-ace.ca/powerbreakfast)

**2.1.5. Canadian Deans of Education Meeting – Ottawa, Ont.**

At this CEA gathering of Canadian faculty of education leaders, CEA President and CEO Ron Canuel shared insights collected from CEA change mobilization efforts like *What's Standing in the Way of Change in Education?* Workshops, where entire school communities – students, parents, teachers, teacher associations, administrators, faculty, First Nations communities, and ministry of education representatives engaged with this critical question. Based on these research results, participants discussed what structures, policies, practices and procedures encumber and which enabled deep and engaging '21st Century' classroom learning environments in schools and classrooms across Canada. They were then challenged to identify alternative change strategies and the role that faculties of education can play in implementing them.

**2.1.6. Superintendents' Association Forum – Quebec City, Que.**

Since 2007, CEA has held this pan-Canadian meeting of provincial superintendent association leaders. Participants truly appreciate these gatherings for the rich and open discussions about the myriad challenges facing school district leaders in today's complex public education sector. The 2015 meeting included a record number of participants discussing these current issues and

trends affecting their provincial education systems, which results in the valuable sharing of best practices, change strategies and strengthened networking among participants.

### 2.1.7. Future Directions

#### ***First Nations Schools First! Symposium – Vancouver, B.C.***

*Showcasing how Indigenous educators develop and lead successful learning programs*

This symposium will focus on one of the most urgent issues facing Canada's future: ensuring the success of *all* Indigenous students. This is an Indigenous Peoples' priority, a ministry of education priority, a federal government priority, the public's priority, and our priority.



Based on this sense of urgency to decrease the number of Indigenous students who are tuning out – and dropping out – of school, First Nations and provincial school educators are taking risks and implementing bold, culturally relevant, community-supported programs that connect deeply with Indigenous students' way of learning and coming to know. These successful programs merit our attention. So rather than dwelling on the challenges that Indigenous education leaders face, CEA will seize the opportunity to showcase pragmatic, successful and replicable examples of classroom practice for Indigenous and non-Indigenous learners.

With educators across Canada currently challenged to embed Indigenous knowledge, perspectives and Worldview learning into their classrooms, ***First Nations Schools First!*** is a timely event that will convene both First Nations and provincial school educators committed to integrating effective Indigenous teaching practices into Canadian K-12 classrooms.

#### **CEA's 125<sup>th</sup> Anniversary Dinner Celebration – Toronto, Ont.**

As part of its 125<sup>th</sup> anniversary celebrations, CEA will be hosting a special dinner in Toronto to honour this historic milestone. This gathering will include CEA Board and Advisory Council Members as well as representatives from all 13 provincial and territorial ministries of education and from the Council of Ministers of Education, Canada (CMEC).





## **2016 Superintendents' Association Forum – Vancouver, B.C.**

CEA is planning to host this forum in conjunction with its *First Nations Schools First!* Symposium in Vancouver B.C.

## **2016 CEOs' Forum – Winnipeg, Man.**

CEA is planning another CEOs' Forum co-hosted by Seven Oaks School Division Superintendent Brian O'Leary in Winnipeg, Man.

## **4.2 Supporting Education Changers**

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 professional learning and information dissemination support roles for Canadian educators.

### **4.2.1 CEA Professional Learning Programs**

CEA embarked upon an ambitious and unique professional learning delivery program with a select group of on-reserve schools in Quebec's Cree School Board 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 professional learning 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 is delivering its professional learning program to transform classroom learning environments and to re-engage Indigenous students, parents and communities in schools. CEA's approach is deeply respectful of each Indigenous culture, values and traditions and integrate Indigenous holistic perspectives into classrooms and schools.

### **CEA's Unique Professional Learning Delivery Process**

*A powerful approach to leveraging the teaching and learning 'DNA' of Cree schools and communities.*

In spite of the best collective efforts of school boards across Canada – whether Indigenous or in the public education system – the following realities influence success:

- Current leadership mandates impede our ability to closely monitor the pedagogical activities of schools and staff.
- School administrators require close support and guidance in the establishment of school improvement approaches.

- High turnover of staff results in a very uneven application of pedagogical strategies and initiative implementation (e.g.: literacy, numeracy, graduation rates, accommodating students with special needs, effective classroom technology integration, etc.).
- The constant need for new personnel to become more acquainted with the values, traditions and beliefs of the Cree people and Nation.
- Teachers requiring close support and assistance in the attainment of stated objectives and priorities, as either determined at the school or school board level.
- The need to create a strong sense of cultural relevance to learning among Indigenous students and an increased sense of urgency to respond to their unique needs.
- Preparing schools more efficiently for a decentralized model of operations by focusing on:
  1. The preparation of staff.
  2. The preparation of professional/personality profiles and criteria needed for the successful implementation of decentralized schools.
- Inefficient alignment of resources and energies, both at the school and school board levels.
- The need for greater accountability of the attainment of objectives, standards and priorities, as defined by the Ministère de l'Éducation et de l'Enseignement supérieur, the School, the Board and the Council of Commissioners.

CEA's professional learning approach combines solid learning content with focused leadership support and will embrace the beliefs, values and traditions of the Cree Nation by targeting the learning and teaching 'DNA' of the CSB schools. While CEA professional learning provides evidence-based student, teacher, and principal engagement strategies, the learning integration process provides the capacity-building support in schools and communities to firmly embed these practices into classrooms.

### **CEA Professional Learning Delivery to the Yellowhead Tribal Council**

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 professional learning.

Current CEA professional learning support integrates 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 professional learning orientations is to generate increased levels of student, teacher, principal, and community engagement by providing tangible and realistic successful teaching outcomes. These three professional learning 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 professional learning orientations will become critical links to their overall vision, mission and community building processes.

Since 2013, CEA representatives have provided this sustained professional learning 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.

### **Future Directions**

CEA will continue to deliver its unique professional learning programs to the Cree School Board and Yellowhead Tribal College during the 2016-2017 academic year and is actively seeking additional opportunities with both on- and off-reserve school districts to expand the delivery of this professional learning so that more educators can benefit.

#### **4.2.2 CEA Visibility in Canada's Education Sector**

In addition to conducting thirteen professional learning sessions, CEA supports educators across the country by bringing our research programs and findings directly to provincial and territorial stakeholders. In 2015-2016, CEA representatives presented at 17 conferences; met with four 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 six 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.

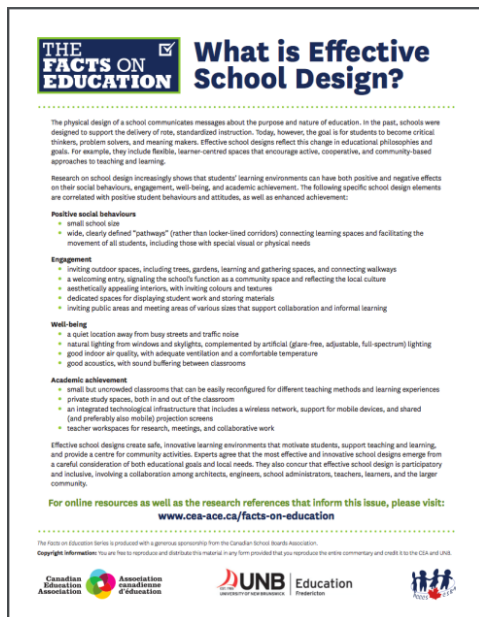
### **4.3 Informing Education Changemakers**

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.

## 4.3.1 CEA Research and Publications

### 4.3.1.1 The *Facts on Education* Series

With the support of the Canadian School Board Association (CSBA), CEA teamed up with researchers from the University of New Brunswick, who produced the following five evidence-based fact sheets:



1. What is the Best Way for Students to Learn Math?
2. What is the influence of teacher-student relationships on learning?
3. What is the impact of decentralization on student achievement?
4. Accommodating Students with Behavioural Concerns
5. What is Effective School Design?

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.ces-ace.ca/facts-on-education](http://www.ces-ace.ca/facts-on-education)

CEA is pleased to be working with CSBA and education researchers from l'Université du Québec à Montréal (UQAM) for the production of five new *Facts on Education* fact sheets, which will be distributed throughout the 2016-2017 academic year.

#### 4.3.1.2 *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. The following themes were explored in 2015-2016:

1. Towards Fewer Dropouts
2. What Neuroscience Can Teach Us
3. The Challenge to Change
4. Governance and Leadership

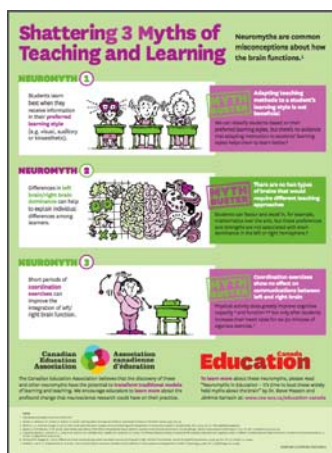


These issues often include a topic expert who serves as a contributing editor, provides article author referrals and an inside view on the chosen theme topics. For some content themes, a series of guest blog posts from a variety of past *Education Canada* article contributors and other key stakeholders adds to the depth and breadth of analysis and authority that is synonymous with our content brand.

With an *Education Canada* theme issue and a CEA symposium both focusing on the potential of neuroscience research to transform teaching and learning, CEA staff identified an opportunity to collaborate with researchers to produce a poster insert to clarify neuroscience myths that administrators and teachers could share on staff room walls to stimulate discussion about this topic.



Based on the popularity of this evidence-based poster, CEA staff will continue to identify opportunities to produce similar value-added content for our readers.



### Free Downloadable Poster: Shattering 3 Myths of Teaching and Learning

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

CEA staff continues 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 230,777 (198,235 desktop/32,542 mobile) in 2014-2015 to 301,871 (249,032 desktop/52,839 mobile) in 2015-2016, which represents a 31% increase.

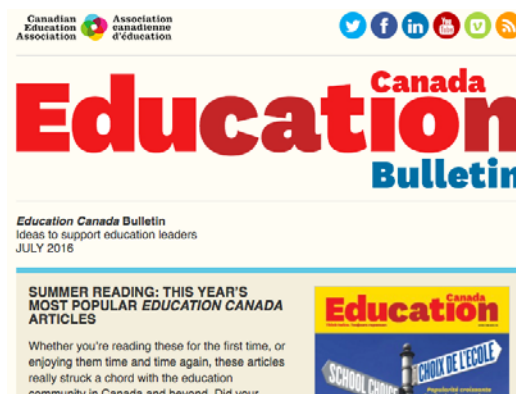
### Education Canada Magazine Top English and French Article Unique Page Views

(April 1, 2015 - March 31, 2016 – 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 Angèle AuCoin and Gordon L. Porter	3. Le rôle des enseignants dans la motivation des garçons envers la lecture et l'écriture Tatiana Carpet
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. Teaching by the Medicine Wheel Nicole Bell	5. Neuromythes et enseignement: Connaître les mythes sur le fonctionnement du cerveau pour mieux enseigner Steve Masson

#### 4.2.1.3. *The Education Canada Bulletin E-Newsletter*

Published since 1957, CEA's monthly e-Bulletin represents a trusted and important information dissemination tool for CEA. This publication was revamped in 2014 to become the *Education Canada* e-Bulletin, placing a greater emphasis on *Education Canada* Magazine content, CEA news, 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 the anti-spam legislation in 2014.



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

March 2014	March 2015	Change
2,131	3,098	45% increase

#### 4.3.1.3 *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.

#### 4.3.1.4 *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.



### 4.3.1.5 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 2015-2016 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.

### 4.3.2 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 dropping out and school governance, CEA has reinforced its essential role as information intermediary to influence the narrative on issues of vital importance in Canadian public education.

#### 4.3.2.1 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 70% increase in visitors from April 1, 2015-March 31, 2016 compared to the previous year. The website received a total of 646,894 unique visitors throughout the year and 1,148,471 pageviews overall (a 55% increase).

#### CEA Website Visitor Statistics

Unique Visitors 4-1-2013 to 3-31-2014	Unique Visitors 4-1-2014 to 3-31-2015	# Increase	% Increase
262,957	379,692	116,735	44.39%
Unique Visitors 4-1-2014 to 3-31-2015	Unique Visitors 4-1-2015 to 3-31-2016	# Increase	% Increase
379,692	646,894	275,202	70.4%

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, 2015 - March 31, 2016. Highlights include:

- Over 8,362 YouTube views;
- 5,819 Twitter followers (4,992 @cea\_ace and 827 @EdCanPub);
- 276 RSS feed subscribers;
- 2,179 LinkedIn followers; and
- 1,011 Facebook Page followers.

---









### Follow Us



Tweets during this period earned an average of 3,900 impressions per day (an increase of 255%) with an engagement rate (engagements/# of posts) of 1.4% (down from 1.6% last fiscal year, due to increased volume of posts diluting engagement numbers). Engagements include link clicks, retweets, favourites and replies. On average, Twitter activity earned 23 link clicks per day.

## Top Tweets

## Impressions Engagements

	<b>CEA / ACE</b> @cea_ace · Feb 26 Faits saillants à propos des effets de l'attitude + le comportement des professeurs sur l'apprentissage <a href="http://ow.ly/VUHGc">ow.ly/VUHGc</a> #edqc #eduqc <a href="#">View Tweet activity</a>	2,934	101
	<b>CEA / ACE</b> @cea_ace · Jan 20 The influence of teacher-student relationships on learning —the differences your attitude & behaviour can make <a href="http://ow.ly/VUGaP">ow.ly/VUGaP</a> #cdned <a href="#">View Tweet activity</a>	2,689	71
	<b>CEA / ACE</b> @cea_ace · Mar 25 Nine characteristics of effective districts & the leadership practices that achieve them <a href="http://ow.ly/ZMeTe">ow.ly/ZMeTe</a> #cdned #edleaders #suptchat <a href="#">View Tweet activity</a>	2,301	66
	<b>CEA / ACE</b> @cea_ace · Jan 28 Why do we tell kids that life is hard? Resist reaching 4 simplicity; rethink classroom challenges <a href="http://ow.ly/WBQMe">ow.ly/WBQMe</a> #parents #teaching <a href="#">View Tweet activity</a>	2,190	27
	<b>CEA / ACE</b> @cea_ace · Jan 8 Not all innovations are "big leap" stories. Try finding small changes that can add up to big impact over time <a href="http://ow.ly/WOJSb">ow.ly/WOJSb</a> #cdned <a href="#">View Tweet activity</a>	2,118	28
	<b>CEA / ACE</b> @cea_ace · Mar 1 Do average marks matter? What is "average" thinking good for? The Myth of Average: <a href="http://ow.ly/Y0vnb">ow.ly/Y0vnb</a> #nbed #mbedu #peiedu #nled #nsed <a href="#">View Tweet activity</a>	2,020	18
	<b>CEA / ACE</b> @cea_ace · Feb 22 Congrats 2015-16 winners of the #KenSpencerAward! @zbppe @SuperECSR @StGregoryHinton @APQnclasse #elADSB @fryed <a href="http://ow.ly/YBYWU">ow.ly/YBYWU</a> <a href="#">View Tweet activity</a>	1,914	57
	<b>CEA / ACE</b> @cea_ace · Mar 25 Nine characteristics of effective districts & the leadership practices that achieve them <a href="http://ow.ly/ZMf5g">ow.ly/ZMf5g</a> #cdned #edleaders #suptchat <a href="#">View Tweet activity</a>	1,691	39



## **Audience insights:**

### **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, 2015-March 31, 2016)

<b>English</b>	<b>French</b>
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

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

### **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 137,806 unique visitors from April 1, 2015-March 31, 2016, an increase of 106% over the previous fiscal year, and can be accessed at: [m.cea-ace.ca](http://m.cea-ace.ca). A more consistent brand experience using responsive design will be developed to further increase mobile traffic in the 2016-2017.

### **4.3.3 Future Directions**

In order to safeguard and expand our online audience and advertising revenue, CEA is mobilizing the development of a new responsive-design website in order to accommodate the growing number of readers who choose to consume information via their Smartphones and tablets. The completion and launch of this new website is anticipated in early 2017. The need to development a new website has influenced a substantial rethink about the branding of CEA, *Education Canada Magazine*, the promotion of CEA products, programs and services, and membership value propositions, which will all be reflected in this new website.

## 4.4 Recognizing Education Changemakers

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.

### 4.4.1 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 in 2015-2016, CEA learned about, distilled and promoted how

one school district found success in scaling and transforming their schools to meet the needs of all 21st century learners. An innovation case study research report provides a framework for other school district leaders to better determine how they can get their own ‘innovations to stick’ and achieve their goals.



Following a successful promotional campaign to recruit school district applications to participate in this program, the Ottawa Catholic School Board (OCSB) was selected out of 35 school districts from across Canada to participate in the ‘Innovation that Sticks’ Case Study Program. CEA researched how the OCSB transformed its classrooms to meet the needs of all 21st century learners. With the conversion of libraries to learning commons, increasing broadband, universal WiFi availability and equitable Bring-Your-Own-Device (BYOD) policies, the OCSB has created a ‘digital ecosystem’ focusing on collaboration, creativity and critical thinking among all of its 83 schools.

The OCSB received a \$10,000 contribution courtesy of initiative sponsors State Farm Canada to grow its promising programs and practice. Board representatives shared “lessons learned” with CEA researchers about the conditions and processes that led to the beginning of this expandable innovation throughout their classrooms and schools. A case study report was 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.

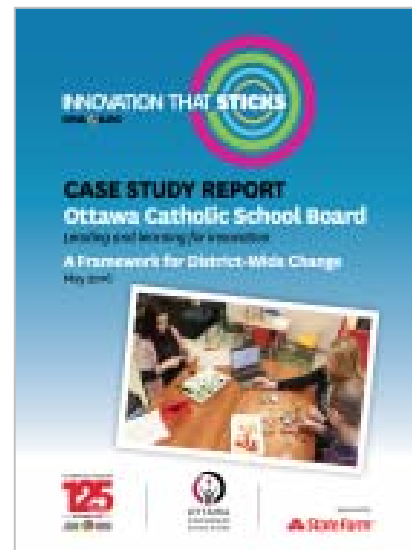
For more details about these programs, please visit: [www.cea-ace.ca/innovationthatsticks](http://www.cea-ace.ca/innovationthatsticks)

A comprehensive case study research report released by the CEA provides key insights into how – in five years – the OCSB went from teaching with overhead projectors to creating a robust digital learning ecosystem in all of its 83 schools.

Beyond avoiding the use of “21<sup>st</sup> Century Learning” jargon, OCSB leaders communicated their plan clearly and effectively to achieve critical support from all partners. They customized the pace of professional learning for each teacher. They also secured a budget commitment from trustees to convert all libraries to Learning Commons. The OSCB also made WiFi universally available to support BYOD programs so that social media could be used a learning tool among all students, teachers and administrators. Gradually, the prevailing culture of caution and control gave way to curiosity and innovation.



Case Study Report Exec. Summary and Videos



Full Case Study Report

#### 4.4.2 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**



From coffeeshop Makerspaces, to team teaching and teacher co-learning, to mixed-age student mentoring, and arts- and exercise-based solutions that reduce student anxiety and heighten focus, these successful learning programs showcase a courage and willingness among educators to rethink traditional classroom practice that caters to the interests and needs of all students.

This year's Ken Spencer Award-winning programs prepare students from Pre-K to Grade 12 for deep learning, address the well-being of both teachers and students, and inject passion, empathy and engagement into classrooms. Creating non-traditional spaces for students and teachers to interact has resulted in winning conditions for all.

### The 2015-2016 Winners of the Ken Spencer Award for Innovation in Teaching and Learning <http://cea-ace.ca/kenspenceraward>

This electronic booklet showcases the work of all seven 2015-2016 Ken Spencer Award finalists.

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

#### 4.4.3 The Pat Clifford Award for Early Career Research



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

**THE PAT CLIFFORD AWARD** In October 2015, CEA was proud to recognize Dr. Sean Lessard – Assistant Professor of Indigenous Education and Core Studies at the University of Regina's Faculty of Education – as the recipient of its 2015 Pat Clifford Award for Early Career Research in Education for his work in redefining the ways in which Indigenous learners and their teachers can engage in traditional and non-traditional educational spaces.

As co-founder of the Growing Young Movers Youth Program, Dr. Lessard is working alongside community as a pedagogical space. This program forms an inter-generational living space in North-Central Regina, integrating the teachings of Indigenous families and Elders to deliver wellness activities outside of school for Indigenous youth – many of whom are transitioning from Treaty home communities and experiencing many institutional challenges and barriers as they adjust to urban living. Six Indigenous high school students serve as mentors to the younger students while Dr. Lessard's teacher-candidates challenge their assumptions and contribute their observations to the ongoing research each week during the school year. Changes made from their findings include the use of different teaching spaces and physical movement activities to foster an environment of positivity and inclusion.



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

#### 4.4.4 The Canadian Innovators in Education Awards



CEA partnered with the Reader's Digest Foundation of Canada to Launch the 2015 Canadian Innovators in Education Awards to celebrate and promote educators who are leading lasting and system-changing initiatives at all levels of K-12 education in Canada. \$40,000 in prizes were distributed to three school districts that have influenced lasting change in their education systems. These awards recognized and showcased 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.





**First Prize - \$25,000**  
**Instructional Leadership Team (ILT)**  
 Central Okanagan School District  
 Kelowna, B.C.

**Second Prize - \$10,000**  
**A district-wide blended learning system**  
 Sun West School Division  
 Rosetown, Sask.

**Third Prize - \$5,000**  
**Leadership for Literacy (L4L)**  
 South Slave Divisional Education Council  
 Fort Smith, N.W.T

A feature-length article featuring these three award winners appears in the December 2015 issue of Reader's Digest. More information about the three award winning school districts is available at: <http://www.cea-ace.ca/awards/canadian-innovators-education-awards>

#### 4.4.5 Future directions

CEA will continue to administer the Ken Spencer, Clifford and Canadian Innovators in Education Awards in 2016-2017 as well as the Whitworth Award for Career Research.

#### Indigenous Innovation that Sticks Case Study Research Program

CEA is proud to launch the Indigenous 'Innovation that Sticks' School District Case Study Program to showcase how one K-12 First Nations-focused learning program has increased Indigenous student engagement, achievement and retention, and has the potential to be implemented in other classrooms, schools and school districts across the country.



CEA knows there are on-reserve/off-reserve schools where tremendous innovation is happening by taking risks and implementing culturally relevant, community-supported, innovative programs that connect deeply with Indigenous learners and their way of learning and coming to know. We want to learn about, understand, and promote how one successful program for Indigenous learners has grown beyond one classroom.

The selected Indigenous learning program will receive a \$10,000 bursary courtesy of State Farm Canada to be used to continue to support the growth of their innovative practice. The educators and community members that help drive this learning program will share their expertise with a CEA case study researcher to package the 'lessons learned' from their successful learning program and publish a case study report to share with other change leaders across Canada faced with the challenge of determining how they can get their own 'innovations to stick' and achieve their goals.

This case study program represents a golden opportunity for on-reserve/off-reserve schools or district leadership teams to be recognized nationally for their work while informing, inspiring, and impacting colleagues facing similar challenges in their classrooms.

## APPENDIX A: CEA BOARD AND COUNCIL MEMBERS, April 2015 – March 2016

*\*Also members of CEA Board of Directors*

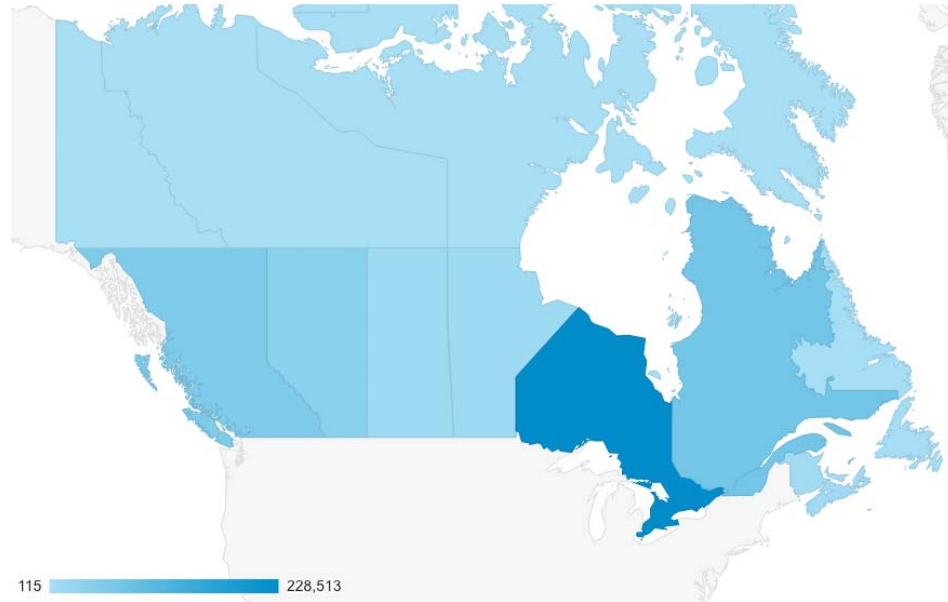
- \*Rob Adley, Vice President, Pre-Sales and Solutions Architecture, HP Enterprise Group, Hewlett-Packard (Canada) Co.
- Karen Andrews, Research Director, Alberta Education
- Judy Arnold, Deputy Minister, Department of Education (Yukon)
- Chantal Beaulieu, Assistant Deputy Minister, English-Speaking, Aboriginal and Cultural Communities, ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (Québec) (until September 2015)
- Michel Bernard, secrétaire général, Association des directions générales des commissions scolaires (ADIGECS) (as of November 2015)
- Dr. Monique Brodeur, doyenne, Faculté des sciences de l'éducation, Université du Québec à Montréal
- John Campey, Executive Director, Ralph Thornton Centre
- Steve Cardwell, Ph.D., Director, Transformative Educational Leadership Program / Professor of Teaching, Faculty of Education, University of British Columbia
- Jim Costello, Director of Education, Lambton Kent District School Board
- Paul Cuthbert, Education Leadership Consultant, Cuthbert Consulting
- Dr. Gerald Farthing, Deputy Minister, Department of Education and Training (Manitoba)
- Michael Furdyk, Director of Technology, Taking IT Global
- \*Darren Googoo, Director of Education, 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
- \*Bernard Jacob, associé, 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
- Marie-France Kenny, Owner/Consultant, MFK Solutions and Management Consulting
- Nicole Lemieux, sous-ministre adjointe des politiques et du soutien à la gestion, ministère de l'Éducation, Enseignement supérieur et Recherche (Québec) (until March 2015)
- Anne Marie-Lepage, Assistant Deputy Minister, English-Speaking, Aboriginal and Cultural Communities, ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (as of October 2015)
- \*Dr. Alexander (Sandy) MacDonald, Vice President – Programs and Chief Learning Officer, Holland College (as of August 2015)
- \*Anne MacPhee, Chief Operations Officer, Career Edge Organization
- \*Dr. John Malloy, Director, Toronto District School Board (as of January 2016)
- \*Peter McCreath, Executive Chairman and Managing Director, PLMC
- Catherine McCullough, President, CMC Leadership

- 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
- Donna Quan, Director of Education, Toronto District School Board (until December 2015)
- 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
- Bernard Roy, Directeur de l'éducation, Conseil des écoles catholiques du Centre-Est (until July 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 Tilleczek, Professor, Faculty of Education, University of Prince Edward Island
- Dianne Turner, Superintendent, Delta School District
- Ron Weston, Chief Superintendent, St. James-Assiniboia School Division (retired)
- Susan Willis, Deputy Minister, Department of Education, Early Learning, and Culture (Prince Edward Island) (as of July 2015)
- George Zegarac, Deputy Minister, Ministry of Education (Ontario)

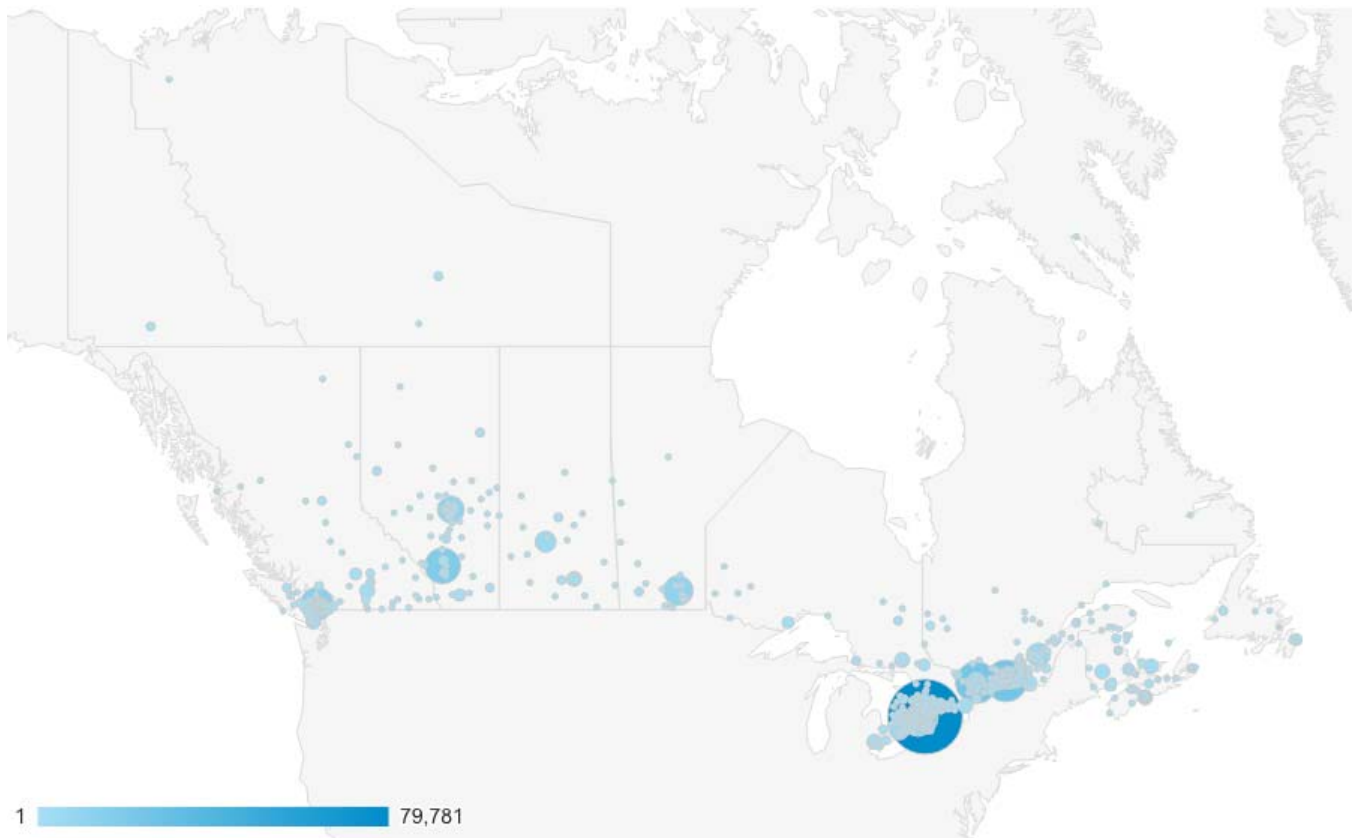
## APPENDIX B: CEA WEBSITE STATISTICS, April 1, 2015 – March 31, 2016

### Source 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. Prince Edward Island
10. Newfoundland and Labrador
11. Northwest Territories
12. Yukon
13. Nunavut



### Top Website Visitors by Canadian City





### **Top 10 Website Pages (excluding homepage)**

1. 2015-2016 School Calendar (Supported by Google Grants free search ads)
2. 2014-2015 School Calendar (Supported by Google Grants free search ads)
3. School Calendars
4. Engaging Students Through Effective Questions (*Education Canada Magazine* article)
5. Self-Regulation: Calm, Alert, and Learning (*Education Canada Magazine* article)
6. *Education Canada* Homepage
7. Teaching by the Medicine Wheel (*Education Canada Magazine* article)
8. About Us
9. Research & Publications
10. The Role of the Resource Teacher in an Inclusive Setting (*Education Canada Magazine* article)
11. L'approche actionnelle dans l'enseignement des langues étrangères (*Education Canada Magazine* article)

### **Top 10 Mobile Website Pages (excluding homepage)**

1. 2015-2016 School Calendar
2. 2014-2015 School Calendar
3. Self-Regulation: Calm, Alert, and Learning (*Education Canada Magazine* article)
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. 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)
7. Banning the Strap: The End of Corporal Punishment in Canadian Schools (*Education Canada Magazine* article)
8. Teaching by the Medicine Wheel (*Education Canada Magazine* article)
9. L'approche actionnelle dans l'enseignement des langues étrangères (*Education Canada Magazine* article)
10. *Education Canada* Homepage