



Canadian Education Association
linking . listening . learning . leading since 1891



2002-2003 ANNUAL REPORT

What we do:

CEA initiates and sustains dialogue throughout the country influencing public policy issues in education for the ongoing development of a robust, democratic society and a prosperous and sustainable economy.

How we work:

CEA relies on good theory and research evidence as the foundation on which to build shared understanding towards commitment to act.

CEA works together with organizations that share our values in building vibrant public education and learning systems fundamental to democratic and civil society.

www.cea-ace.ca

What we stand for:

- Strong, vibrant publicly funded education and learning systems as the cornerstone of a democratic society characterized by equity and diversity.
- Canada's children and young people and serve as keen advocates for their education and well-being.
- Quality, excellence and creativity in teaching and work to promote continuous improvement in all aspects of the education systems.
- Learning that contributes to the growth and development of human beings, and builds their capacity to shape their lives, their communities, their workplaces and their country.
- Robust leadership, informed dialogue and debate, and research-based analysis of complex educational issues to promote coherent and meaningful responses.
- Partnerships and collaboration engaging students, families, community members and educators in sharing responsibility for the education and well-being of children and youth.

PRESIDENT'S MESSAGE



This has been an important and perhaps pivotal year for the Canadian Education Association (CEA). After more than three years of intense work reviewing and assessing the strategic direction and operations of the organization and planning for renewal, we have begun to experience the positive effects

brought about by greater clarity of purpose and coherence in focus. CEA has had to "reinvent" itself many times in its 112-year history to maintain its vitality and meaningful presence as it works to advance education in Canada. This most recent experience has been nothing short of a transformational process. While it has served to ground the organization on a solid base of values and goals, at the same time it has expanded our thinking about the purpose, mandate and processes of the association – how we can be most effective in advancing education in Canada, and who should be involved.

The transformation currently underway is taking the organization from one largely focused on the provision of professional development and membership services, to an association of education, business and social leaders coming together to take a dynamic role in influencing the quality of public discourse and social policy in Canada in support of education.

Today, CEA's presence is more important than ever. While there is increasing understanding across Canadian society about the key role education plays in a pluralistic democracy – social inclusion, harmony and economic prosperity – there is an urgency to move beyond the rhetoric and ideological positioning that too often distorts understanding and polarizes debate. There is a critical need for informed dialogue and shared, evidence-based understanding of key issues and priorities.

The renewed strategic direction of the Canadian Education Association positions it to serve as an initiator, facilitator, synthesizer, collaborator, and communicator in aid of informed dialogue in Canada and the development of a common understanding on what it takes to develop an educated citizenry. Further, CEA has both the vision and the ability to support environments that fosters creativity and adaptation, to encourage emergence of new perspectives that respect and reflect diverse values, and to motivate research-based action in support of learning for all Canadians.

Appropriately, this year has also witnessed some important developments in the visibility of the Canadian Education Association that serve as symbols for the transformation we are experiencing. The new Web site and a new visual identity for the association capture and reflect the energy and impact of CEA's heightened purpose and focus.

It is my honour and sincere pleasure to introduce this annual report that marks a defining year in the history of the Canadian Education Association.

Gillian McCreary

President

Assistant Deputy Minister, Saskatchewan Learning

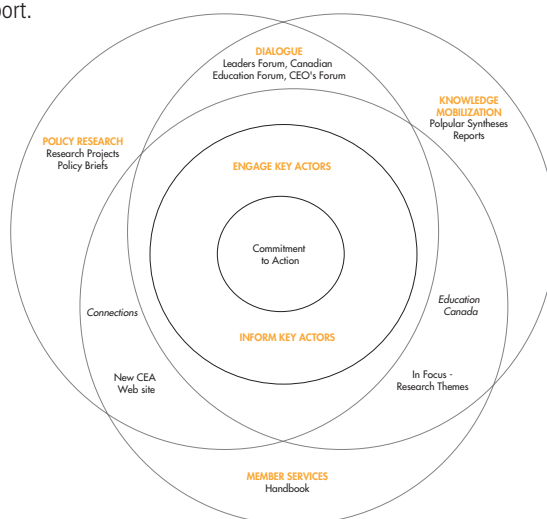
CEO'S REPORT



Canadian Education Association is in its 112th year of continuous operations. Such remarkable longevity is testament to the enduring values of its founders – that the jurisdictional arrangements for education in Canada give rise to the need for a forum that advances society's interests in the education and learning. Over the last two years the Board of Directors undertook a serious review of where we have come from and where we need to go as an organization.

CEA is a bilingual, federally incorporated, not for profit organization with charitable tax status. Since its founding in 1891, its Sustaining Members have been provincial and territorial departments of education. More recently, Human Resources Development Canada became a Sustaining Member. Its Organization Members are drawn primarily from the education community including teacher federations, school board/trustee associations, faculties of education, school districts, universities and colleges and their associations, and some private sector corporations.

CEA's current activities fall generally into three categories – meetings, publications and research initiatives. These will remain as the primary forms of our work but will be aligned by focus and theme. The realignment is represented diagrammatically to convey the important interactions among practice, research and policy that underlie the concept of knowledge mobilization. These concepts are the basis for the new CEA logo that is unveiled with this Annual Report.



We believe that the interaction between good theory, research, policy and practice that leads to a commitment to act, is more likely to be generated through genuine dialogue. We refer to these interactions as 'knowledge mobilization'. New perspectives emerge from the diversity of views honestly held and openly expressed through respectful conversation. The relationship is not linear. The focus on dialogue, policy research and professional services will shift according to the requirements of any particular theme.

This has been a year of transformation; the redirection of programs to reflect our desire to contribute to better public policy conversations about education – the cornerstone of a democratic society.

CEA has no direct authority for education. The value of its work must be measured in terms of its direct usefulness to those responsible for education at all levels and its indirect value to society as a whole.

As the President noted, this has been a critical year for CEA. I am fortunate indeed to serve the Council and Management Board whose commitment to the education of Canadians is unswerving and who bring to their responsibilities a deep sense of the public good, intelligence, spirit and support to the staff.

Penny Milton

Chief Executive Officer



HIGHLIGHTS

2002-2003

Governance and Administration

This year of transformation began with the approval by the Membership of new governance arrangements for the large CEA Council reflects our desire for decision-making structures representative of the whole country, its diversity of interests as well as its regions. Its role is to provide a forum for the expression of cross-country issues, the establishment strategic direction and annual performance assessment. The smaller Management Board also geographically representative ensures that the fiduciary responsibilities of the corporation are properly fulfilled and provides on going direction and support for the implementation of the Council's priorities. CEA maintains two Standing Committees on Leadership and Research that have authority to act with the strategic directions and priorities of the Association.

CEA's employs a small secretariat supported by contracted experts according to the needs of specific programs and projects.

Web site

The Internet and its related technologies offer great potential for enhanced communications between Members, Directors, the Secretariat as well as the many others interested in the work of the Association. CEA began building a new Web site designed to reflect its renewed purpose in March 2003. The earlier version of the Canadian Education Research Information System (CERIS) has been redesigned at the same time and will be integral to the CEA Web site as a key section called Focus On. Focus On... ICT was developed through a contribution Agreement with Industry Canada (SchoolNet).

CEA's new Web site will be launched publicly on October 17, 2003. Reports associated with events described here will be available on the site at www.cea-ace.ca

Education Canada

Education Canada published quarterly continues to enjoy a loyal and growing readership. Four strong thematic issues were published last year with the support of an Editorial Network chaired by Pauline Laing:

Market Forces in Education

In the market-driven culture of the 21st century, public education in Canada is being challenged by a combination of scarce public resources and competition from the private sector. How are educational institutions responding to the need to generate increased revenue from non-government sources?

Families and Schools: A Vital Connection

The importance of family and community involvement in a child's education is well documented, and the involvement itself takes many forms. From at-home support to in-school volunteering, from private schools to home schooling, Canadian parents are looking for ways to make a difference in their own children's education.

The Science of Learning

Despite a growing body of knowledge and understanding in psychology and neuroscience, the science of teaching and learning is still in its infancy. In fact, growing doubts are replacing an earlier sense of certainty about schools, teaching, and even fundamental concepts like intelligence.

Education in Rural and Northern Canada

Our understanding of communities and education is usually grounded in a southern, urban reality. But many Canadians live, learn, and teach far from that reality. What particular educational challenges face them?

Forums and Special Events

■ **The Canadian Education Forum** met in May and December 2002. Its meetings held at the Conference Board of Canada, engage national education associations and federal officials in conversations that transcend the mandates of participating organizations. Records of these conversations, *Toward New Conceptions of Education and Leadership, Governance and Accountability* will be available on the CEA web site in October.

■ **The Education CEOs' Forum** held in Kananaskis in May was co-hosted by Dr Brendan Croskery, Chief Superintendent, Calgary Public School Board and Dr. Jeremy Simms, Chief Superintendent, Calgary Roman Catholic School Board. Topics of conversation included: *Adaptive Leadership* presented by Brendan Croskery; Board-CEO Relations presented by Yvan Yackel of Saskatchewan; *Frameworks for Meaning-making and Concerted Action* presented by Chris Kelly of British Columbia; *Leadership Development for Public School Administrators*, presented, Eugene Miller of Alberta; and *Engaging the District in Change for Improvement*, presented by Carole Olsen of Nova Scotia.

The forum is open to all CEO's of school districts and will be held next in Vancouver, British Columbia. Information will be posted on the CEA Web site.

■ **The Educators' Forum**, the first in a series of dialogues exploring emerging perspectives on education was held in Winnipeg in October 2002. Approximately 80 educational leaders including parents, teacher and trustee representatives, administrators and government officials met for two and a half days to consider what we know about the brain and learning and its implications for literacy, numeracy and life-long learning in

HIGHLIGHTS 2002-2003... CONTINUED

Canada. This event was held with the cooperation of the Organization for Economic Cooperation and Development and the Council of Ministers of Education Canada. Major presenters were Bruno della Chiesa of OECD and Mary Allen of Statistics Canada. Dr. Ben Levin, Dr. Thérèse Laferrière, Jonas Sammons and Rob Despins provided thought provoking perspectives as panellists. The 2002 Whitworth Award winners offered perspectives to open and close the dialogue.

CEA appreciates the financial support for this initiative of the Walter and Duncan Gordon Foundation, the Manitoba Department of Education, Youth and Training and Human Resources Development Canada. A full report of the proceedings will be available from October 18, 2003 at www.cea-ace.ca.

■ **Writers in Electronic Residence (WIER)** is a dialogue between writers, teachers and students in classrooms across the country. It links students in their writing or language arts programs with professional Canadian writers using computers and electronic conferencing. This year, fourteen Canadian authors from across the country, including first time WIER writers Elizabeth Ruth, Krista V. Johansen, Edo van Belkom and Kenneth J. Harvey worked electronically with more than 2,500 students. Special projects included: Wyoming WIER, run in partnership with the Wyoming Arts Council, and Shakespeare in Electronic Residence (SIER), run in partnership with ShakespeareWorks. Student teacher candidates from the Faculty of Education at York University also participated last year as part of their teacher education program. York University hosts WIER on its computer systems. WIER has recently been named a finalist in the 2002/2003 Canada Post Literacy Awards. This is the second time the program has been recognized for its impact on literacy.

Research

■ **Parent Participation in School Improvement Planning** is a project of the former Education Improvement Commission in Ontario that provided help to ten project schools in engaging parents in school improvement planning. CEA is responsible for assessing the impact of this program. Dr. Ken Leithwood heads a team of researchers from Brock, Nipissing, Ottawa, and Western Universities and Ontario Institute for Studies in Education/ University of Toronto. From data collected in the project schools, the research team will build models of parent involvement in school improvement and

test them through a large survey in the final year of the study. The final research report is expected in October 2003 and will be made available on the CEA Web site. A book of interest to all engaged in school improvement is anticipated. Further information can be obtained from Valérie Pierre-Pierre at vpierre@cea-ace.ca.

■ **The Canadian Adolescents At Risk Research Network (CAARRN)**, funded by the Canadian Population Health Initiative, has just completed the second year of its three-year mandate focusing on the health of Canadian adolescents. The goal of the Network is to better understand the complex interrelationships of influences that impact on the health status and daily lives of adolescents, and to facilitate policy development in these areas. The CAARRN Program of research and policy support uses the World Health Organization Health Behaviour in School-aged Children survey (www.hbsc.org) as a core database to provide evidence on key issues in adolescent health at both the individual and community level. The CAARRN Program focuses on adolescent injuries, bullying and victimization, substance abuse, sexual health, chronic conditions and disability, the school environment, and local social capital. The knowledge developed through the CAARRN Program, apart from its value as basic research, is enhancing our understanding of appropriate foci for, and timing of, preventive interventions and the extent to which interventions must be specifically tailored to different sub-populations related to gender and disability. Please see the Network website for continually updated research findings, as well as a new series of fact sheets that will soon be posted. www.educ.queensu.ca/~caarrn. CEA is a collaborating partner with a particular interest in disseminating findings useful to the education sector.

■ **Telesat 1 and Telesat 2** During the school year (2001-02), the Canadian Education Association conducted Phase I of the evaluative research of the Telesat Broadband Multimedia Trial SchoolNet Component that provides broadband Internet access to 13 remote or northern schools by satellite. The provision of access to broadband multimedia to remote schools in Canada is a complex and expansive undertaking. This study included the development of a methodology for evaluation of the effects of providing broadband connectivity and collected base-line data in schools from three provinces (Newfoundland, Quebec and Ontario). Phase II currently underway, builds on this initial study to modify the methodology in light of

experience taking into account that discrepancies among the schools in their "Readiness to adopt broadband" were found.

The evaluation research is designed to provide decision makers with information about the technical and pedagogical implications of such access in schools engaged in the pilot initiative. The approach is predicated on earlier findings that indicate that the usefulness of technological innovations in schools depends on both technical know-how and changes to teachers' repertoires of pedagogical practices. It will provide much-needed information on the benefits and role of high-speed access in terms of teaching and learning. Such knowledge has potential to benefit the Canadian learning community as a whole.

■ **Beyond Best Practice:** Research-based innovation in learning and knowledge is a collaborative project within the Institute for Knowledge Innovation and Technology (www.ikit.org) at the Ontario Institute for Studies in Education (University of Toronto). It is funded through the INE – Collaborative Research Initiative Grants of the Social Sciences and Humanities Research Council (SSHRC). Sustained innovation requires organization and it requires ideas. The initiative is based on a central idea; that all the professions involved with making a knowledge-based society work can profit by joining forces. In IKIT, they are joined through a shared resource, an innovative, shared database that not only accumulates data, records, and documentation from the various sites but provides an on-line environment for working with the material to evaluate, revise, and generate new advances. One important aspect of the proposed research is to solve the problems of making such a network work.

The research program has two parts. One part is foundational research, which includes theory construction, research on lifespan development of innovative capabilities, and the design of technology and instruments to aid research-based innovation. The second part of the program is actual creation and development of innovations. Five research strands are highly interrelated and all of them are expected to yield results that are helpful across the whole spectrum of education and knowledge management and that combine into a coherent effort to move "beyond best practice." CEA is a collaborating partner with a particular interest in engaging the larger education community in the ideas being developed.

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New Brunswick Department of Education
Newfoundland Department of Education
Northwest Territories Department of Education,
Culture and Employment
Nova Scotia Department of Education
Nunavut Department of Education
Ontario Ministry of Education
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Writers in Electronic Residence

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York University

WHITWORTH AWARD FOR EDUCATION RESEARCH

Canadian Education Association presented three CEA-Whitworth Awards for Educational Research in Winnipeg last October. Dr. Kieran Egan, Simon Fraser University, Dr. Bruce Sheppard, Avalon West School District, and Dr. Terry Wotherspoon, University of Saskatchewan have been selected for their work in the fields of education policy, research and practice.

Dr. Kieran Egan is well known in faculties of education and his works, *Teaching as Storytelling* and *Imagination in Teaching and Learning* are essential texts for teachers of children in the early and middle years respectively. His foundational text *The Educated Mind: How Cognitive Tools Shape Our Understanding*, which outlines his theory of education, is at the base of several post-graduate programs in the meanings of education, curriculum, and instruction and learning in general. In his work, Dr. Egan is respectful of the historical cultural developments of all people, suggesting as it does that concepts of education are dependent upon precepts of culture. His work has had major impact on educational policy in Canada, the U.S., Spain, Portugal, South America, the Scandinavian countries, and more recently in China and Japan. Dr. Egan is currently a professor at Simon Fraser University where he has conducted research and taught since 1972. Prior to his assignment he was an educational consultant and a high school teacher. Dr. Egan earned his Ph.D. in education from Cornell University in 1972, previously attended Stanford University. He received a Post Graduate Teaching Certificate from Goldsmiths' College in 1967, and a BA (Honours History) from the University of London in 1966. He has received several SSHRC research grants over the years, and was named a Fellow of the Royal Society of Canada in 1993.

Dr. Bruce Sheppard's research contributions are well known both nationally and internationally by researchers and educational practitioners. His research and practice span both the k-12 school system and the post-secondary level. Dr. Sheppard conducted research in e-learning as a Principal Researcher with the Telelearning National Centres of Excellence. This research has contributed to the introduction of a new model of distance course delivery in Newfoundland and Labrador. He led the *Pan-Canadian Professional Development Network for Teachers, 2000*, a research consortium that developed a pan-Canadian professional development network for teachers. The Newfoundland and

Labrador government to conducted a review of provincial school improvement efforts, which contributed to the redevelopment of school improvement initiatives, funded Dr. Sheppard and his colleagues. Dr. Sheppard and his colleagues have facilitated increased acceptance of participatory action research methodology that has required a rethinking of the relationships between university researchers and school district practitioners. Dr. Sheppard was Associate Dean (Graduate Studies and Research) in Memorial University Faculty of Education (1998-2000). Currently, he holds the position of CEO/Director of Education at the Avalon West School District in Newfoundland, in addition to being an Associate Professor at Memorial University.

Dr. Terry Wotherspoon has been working in the area of sociology of education since the mid-1980s. In addition to several years of teaching experience at both secondary and post-secondary levels, Dr. Wotherspoon has engaged in research and published widely on issues related to education, social policy, and social inequality in Canada. His recent books include *The Legacy of School For Aboriginal People: Education, Oppression and Emancipation* (Oxford University Press, co-authored with Bernard Schissel); *The Sociology of Education in Canada: Critical Perspectives*; *Multicultural Education in a Changing Global Economy: Canada and the Netherlands* (co-edited with Paul Lungbluth), and *First Nations: Race, Class and Gender Relations* (co-authored with Vic Satzewich). In addition to teaching and writing, Dr. Wotherspoon is also involved in the educational community in many capacities: as a researcher, participant, organiser and leader. He has done work for organisations such as Saskatchewan Education, the Council of Ministers of Education, Canada (CMEC), the Laidlaw Foundation, and SSHRC. Dr. Wotherspoon is Head and Professor of Sociology at the University of Saskatchewan. He has Ph.D. in sociology from the University of Saskatchewan, and has degrees in sociology and education from the University of Saskatchewan.

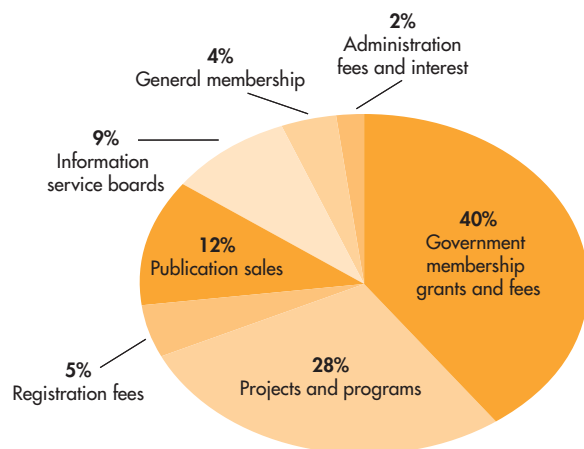
The 2002 CEA-Whitworth winners were presented with their respective awards during the CEA event, *Education and the Science of Learning: Literacy, Numeracy, and Lifelong Learning in Canada*, in Winnipeg, Manitoba, October 9 – 11, 2002.

For information about the Whitworth Award for Educational Research visit the CEA web site at www.cea-ace.ca.

FINANCIAL DISCLOSURE

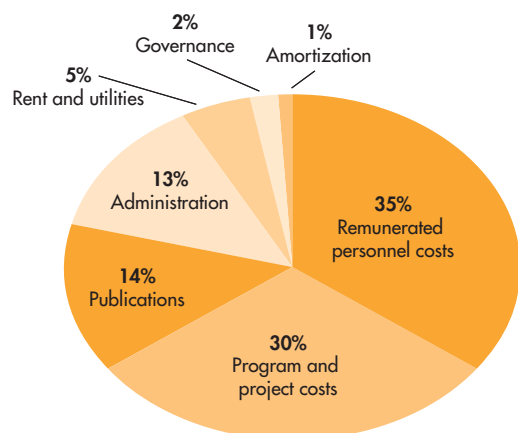
REVENUES

	2003	2002
Sustaining provincial government grants	\$ 436,121	\$ 454,342
Writers in Electronic Residence	141,342	235,459
Event registration fees	64,930	140,560
Publication, advertising and other sales	153,054	124,097
Information service board fees	115,959	119,213
Project and program contributions	230,683	112,791
Federal government membership	100,000	100,000
General membership fees	53,151	52,048
Administration fees	19,588	2,455
Investment income	3,409	1,879
	1,318,237	1,342,844



EXPENSES

	2003	2002
Remunerated personnel costs	\$ 403,910	\$ 542,135
Writers in Electronic Residence	152,411	167,963
Publications and periodicals	158,069	126,034
Administrative	156,454	102,470
Events	51,775	98,523
Project and program costs	194,167	81,316
Office rent and utilities	60,299	60,160
Organizational governance meetings	23,941	21,916
Amortization	13,895	12,245
	1,214,921	1,212,762
Excess of revenues over expenses for the year	\$ 103,316	\$ 130,082



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