



Canadian Education Association

linking . listening . learning . leading since 1891

2003-04

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.

ON BEHALF OF THE CEA COUNCIL



Gillian McCreary
President
Assistant Deputy Minister,
Saskatchewan Learning

This has been a year of steady progress and achievement for the Canadian Education Association. Last year we reported on new strategic directions and the positive effects brought about by greater clarity of purpose and coherence in focus. Building on that solid foundation, this year we have put in place a number of communication vehicles, events and publications, as well as produced policy papers and research projects that provide concrete evidence of CEA's new strategic direction.

The Canadian Education Association has been linking people and ideas for over 113 years. At its inception, the first president, Sir William Dawson envisioned a purpose for the organization that was "to secure the kind of unity which we all desire in regard to the matter of education". Today's environment demands a different focus that reflects a context marked by new and different voices "all vying for the right to reality — to be accepted as legitimate expressions of the true and the good."¹ This makes CEA's presence more important than ever.

As Canadians pursue increased understanding across their 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. The complexities and challenges facing Canadian and global citizens today make critical the need for informed dialogue and shared, evidence-based understanding around key issues and priorities.

Strategic actions taken this year have strengthened CEA's presence, nationally and internationally, and our ability to stimulate thought and reflection and to facilitate new perspectives and action on current issues in education. The introduction of CEA's new Website has made a major contribution to how the Association is perceived and by whom. In February 2004, CEA convened a dialogue on the question, "What is an educated Canadian?" A group of eighty people from education, government, business, labour and the voluntary sector came together in Vancouver to explore a wide range of perspectives about this critical question. *Education Canada* continues to grow and gain recognition including its selection as the "Best Magazine of 2003" by the Canadian Society of Association Executives, recognizing outstanding publications within the not-for-profit sector.

Learning is a social process. This year CEA was able to take concrete steps to broaden the learning community and the quality of discourse on educational issues in Canada and beyond. Whether we engage with others in meetings, by the Internet or through print, we work to support the exchange of ideas and the development of new understandings and to encourage the emergence of new perspectives — all to motivate action in support of learning in Canada.

Gillian McCreary
President

Chris Kelly
Vice-President

FROM THE CEO

This Annual Report tells the story of only one year in the life of the Canadian Education Association. It's a story that began well over a hundred years ago with the idea that the new country of Canada needed a mechanism to engage 'educationalists' in the exploration of ideas, the exchange of information and the opportunity to learn from the experiences of others. Our communication methods of publications and events remain important, but the exploitation of communications technologies produced an exponential leap in our capacity to interact with people and ideas. The new CEA Website has changed how we work, how we find ideas, how we receive feedback and who chooses to engage with us. What was once private knowledge becomes public knowledge.

Public opinion about education can be more important than public knowledge. Ben Levin, winner of the 2003 Whitworth Award for Education Research reminded us that in politics "beliefs are more important than facts" and "citizens are more important than experts."¹ Better public access to education research may provide an antidote. Academics have long been interested in ways to have their research inform policy and practice. John Willinsky argues for open access to research and ideas: "At issue is what might be framed as the democratic quality of communication which is concerned with giving people a means to elaborate, substantiate, and challenge educational ideas, in this case, whether at the school or policy level."²

Similar ideas underpin CEA's creation of *Focus On...*, a series of online resources to enhance the interactions amongst communities of research, policy and practice. The Internet has become the favoured source of information within government (and I suspect within most education communities).³ *Focus On ICT* is the first topic presented within the CEA Website. The model we have developed begins by asking questions, "What are the issues? What perspectives frame the ways people think about the issues?" thereby offering a context for the research and policy resources provided and inviting new questions. One respondent to the site wrote, "one thing (we) educators have succeeded marvelously at is convincing society, as a whole, that change in education must be slow. Why?" Surely one of the reasons is that education is a very complex endeavour. But another may be that we pay insufficient attention to the quality of information about education that we offer to the public.

Our achievements in 2003-04 are the tangible expression of a renewed vision and strategy. They are made possible by the direction and engagement of a governing Council drawn from all parts of Canada, volunteers who commit time and intelligence to developing ideas and to a small team of dedicated staff. Without the financial contributions of governments, members, sponsors and advertisers, these ideas would not see the light of day. We thank them all.

Penny Milton
Chief Executive Officer



Chris Kelly
Vice President
Superintendent of Schools,
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1 Gergen, Kenneth J. *The Saturated Self: Dilemmas of Identity in Contemporary Life*. Paperback edition: Basic Books, 1991 (81)



Penny Milton
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1 Levin, Benjamin. *Better Education: The Role of Canadian Governments*. PowerPoint presentation to CEA AGM, October 2003. Retrieved July 26, 2004 from <http://www.ceaace.ca/res.cfm?subsection=rec&page=ble>

2 Willinsky, J. (2002). A draft of Education and Democracy: The Missing Link May Be Ours. *Harvard Educational Review*, 72(3), 367-392. Retrieved July 26, 2004 from <http://pkp.ubc.ca/publications/Democracy.doc>

3 Willinsky, J. (2003, January 11). Policymakers' online use of academic research. *Education Policy Analysis Archives*, 11(2). Retrieved July 26, 2004 from <http://epaa.asu.edu/epaa/v11n2/>

HIGHLIGHTS 2003-04

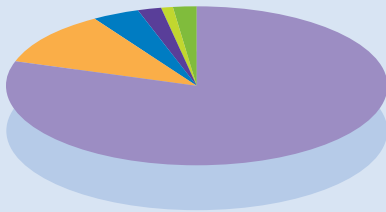
CEA'S NEW PRESENCE ON THE WORLD WIDE WEB

www.cea-ace.ca

The launch of the new Website developed through a partnership between CEA and ecentricarts inc., an award winning design firm, is among our most significant achievements this year. The Canadian Education Association has been linking people and ideas for over 113 years. In October 2003, the organization opened new possibilities for engaging CEA with an expanded world of people who take responsibility for education. It is the physical evidence of CEA's new strategic directions.

The Website has changed how others perceive us and changed the way we work. It has given the organization a considerable presence, nationally and internationally. By tracking its use and responding to the numerous contacts it has generated, we gain regular feedback and advice about the usefulness of our contributions to education. Weekly additions of newsworthy content keeps users coming back frequently.

■ North America
■ Europe
■ Asia
■ Middle East
■ Africa
■ Other



BULLETIN

In May 2004, the Association launched the inaugural issue of *Bulletin*, a replacement for the former bimonthly *CEA Newsletter*. It offers Announcements, CEA News, Policy, Research, Initiatives, Interesting Resources, People, Events and Careers. It offers a "quick read" and links to expanded information. The *Bulletin* is fully bilingual and available free to subscribers.

FOCUS ON... LINKING RESEARCH, POLICY AND PRACTICE

Focus On... is an online resource series offering a broad treatment of contemporary issues in education. It is organized in a coherent and thematic manner that encourages interactions among research, policy and practice — and serves as a mechanism to build strong links amongst these communities. It is a tool for knowledge mobilization reaching beyond the education sector. Early evidence demonstrates that it is achieving its goals and objectives. New themes will be developed each year.

The first theme, *Focus On ICT*, developed through a contribution agreement with Industry Canada's SchoolNet, was launched in October 2003 and attracts a growing user base from across Canada and abroad. *Focus On...* is free, public, fully bilingual and meets today's Web accessibility standards. It is unique in the Canadian context of trying to build a multi-themed portal for issues central to education and learning. *Focus On ICT* can be viewed at www.cea-ace.ca/foc.cfm.

WHITWORTH AWARD FOR EDUCATION RESEARCH

The Canadian Education Association presented the 2003 CEA-Whitworth Award for Education Research in Toronto last October. **Dr. Benjamin Levin**, University of Manitoba was selected for his meaningful and sustained contribution to the field of education research and policy.

Dr. Levin is a Professor in the Department of Educational Foundations, Administration and Psychology at the University of Manitoba. His career in education extends over many years, starting with his efforts while in high school to organize a citywide high school students' union and his election as a school trustee in Seven Oaks School Division (Winnipeg, Manitoba) at the age of 19. Since then he has worked with private research organizations, school divisions, provincial governments, and national and international agencies, in addition to building an academic and research career, all in connection with education. He has held leadership positions in a wide variety of organizations in the public and non-profit sectors. Between 1999 and 2002, he was Deputy Minister of Advanced Education and Deputy Minister of Education, Training and Youth for Manitoba, with responsibility for public policy in all areas of education and training. Dr. Levin is widely known for his work in educational reform, educational change, educational policy and politics. His work has been international in scope, including projects in England, Iceland, Israel, East-Central Europe and with the OECD. His writings examine broad areas of education policy.

In his presentation to the 2003 Annual General Meeting titled *Better Education: the Role of Canadian Governments*, Dr. Levin argued that Canadian governments have generally not been attending to the right things and that educators, researchers and policymakers need to help the public, politicians and the profession focus on those policies that can reasonably be expected to make a difference for students. The full text is available on the CEA Website.

PUBLICATIONS

Education Canada continues to grow and gain recognition. In the fall of 2003, the Canadian Society of Association Executives selected it as 'Best Magazine 2003.' This award recognizes outstanding publications within the not for profit sector. *Education Canada's* editorial stance is to stimulate thought and provide a forum for ideas and perspectives on current issues in education. *Education Canada* was first published as a small journal in 1945 and transformed into a magazine in 1999. Its fifth anniversary as a magazine was marked by a bright, sophisticated new design. This colourful redesign marks another step forward in the magazine's evolution. In 2003-2004, the Editorial Board brought to *Education Canada's* readers insightful perspectives on the following themes: Creativity, a Forgotten Skill? (Fall 2003); Exceptional Children (Winter 2004); Building Cross-Cultural Literacy (Spring 2004); and The Good School (Summer 2004).



CEA's first media supplement *New Learning for a New Economy* was published in November 2003 in *Business*, a magazine of the National Post. It explores ideas, innovation and competitiveness in relation to learning in Canada. The supplement with an estimated readership of over one million, published in partnership with Kenneth Caplan Associates is available on the CEA Website.

KI-ES-KI got a new look in 2004. The new binding, format and cleaner page layout enhance ease of use. With almost 4,000 entries, the CEA comprehensive bilingual directory of people in education in Canada is a vital resource for finding experts, colleagues, customers, and organizations.

DIALOGUES

The **Canadian Education Forum** met at the Conference Board of Canada in June and December 2003. The Forums, respectively organized around the themes "Engagement" and "Exploring a National Framework for Education," attract growing interest with the December Forum having over 35 participants from a wide variety of sectors. The Canadian Education Forum is held in Ottawa twice a year to engage national non-governmental organizations with an interest in education and federal government departments in conversations that transcend the mandates of participating organizations. Records of these conversations are available on the CEA Website.

The **Schooling for Tomorrow** workshop hosted by CEA and the Ontario Ministry of Education in October 2003 attracted over 40 participants. The group used five scenarios of futures for education to think about the future of the teaching profession. This work sponsored by the Organization for Economic Co-operation and Development (OECD) is leading towards the creation of a "tool box" to support policy development in a rapidly changing environment. The workshop was an opportunity for those involved to evaluate the potential of long-term forward-thinking for policymaking and practice in education. Reports of project activities in Ontario, New Zealand, the United Kingdom and the Netherlands can be found on the OECD Website at http://www.oecd.org/document/6/0,2340,en_2649_1493539_7_31420934_1_1_1_1,00.html.

The **Leaders' Forum** hosted by CEA in partnership with the Conference Board of Canada, the Canadian Labour Congress, the Association canadienne d'éducation de langue française and Simon Fraser University was held in Vancouver (BC) at Simon Fraser University's Morris J. Wosk Centre for Dialogue in February 2004. More than 80 Canadian leaders from all sectors attended this dialogue entitled *What is an Educated Canadian? The Leaders' Forum* was the second dialogue in CEA's *New Perspectives Series*. The Series was designed to engage a broad cross-section of Canadians in examining our conceptions and aspirations for education. The Final Report of this unique dialogue will be available on the CEA Website in the fall.

The **Education CEOs' Forum** was held in Vancouver (BC) at the Granville Island Hotel in May 2004. The meeting, hosted by Chris Kelly, Superintendent of the Vancouver School Board and Vice-President of CEA, drew from its par-

ticipants some shared perspectives and developments on the factors most significantly affecting the environment for public education, the essential emphases for decision-makers and practitioners, and the key actions that ought to be taken in order to achieve desired outcomes. The Forum featured a keynote address by Dr. Paul Shaker, Dean of the Faculty of Education at Simon Fraser University, and a performance by a group of students from Magee Secondary School's Mainstage Program. The forum is open to all CEOs of Canadian school districts. Information about the 2005 CEOs' Forum will be posted on the CEA Website in the fall.

Writers in Electronic Residence (WIER) is a pan-Canadian dialogue among students, writers, and teachers in classrooms across the country. Linking students in their writing or language arts programs with published Canadian writers through electronic conferencing provides a rich mentoring relationship for the participants. This year, thirteen Canadian authors from across the country, including first time WIER writer Pamela Mordecai, worked electronically with more than 2,400 students. Special projects included Wyoming WIER, which ran for the sixth consecutive year in partnership with the Wyoming Arts Council. In the spring of 2003 WIER launched *Create Your Own Poem*, a new interactive electronic feature for all Canadians. In 2003 WIER's long-standing and productive association with York University concluded, and the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) assumed technological responsibility for WIER. A student teacher candidate from OISE/UT participated in WIER this year as part of her teacher education program; she worked online in The Virtual Practicum program. In the spring of 2004, the WIER program expanded into Saskatchewan with the participation of five secondary schools from Regina. For writing samples, writer biographies, and program information visit the WIER Website at www.wier.ca.

RESEARCH PROJECTS COMPLETED

Two research projects undertaken through contracts with governments were completed in 2003-04.

Parent Participation in School Improvement Planning

The three-year study of the Parent Participation in School Improvement Planning project has come to an end. Originally an initiative of the former Education Improvement Commission in Ontario, it provided help to ten project schools in engaging parents in school improvement planning. CEA assessed the impact of this program with a team of researchers headed by Dr. Ken Leithwood with researchers from the Ontario Institute for Studies in Education/University of Toronto, Brock, Nipissing, Ottawa and Western Universities. Based on a thorough literature review and on four sets of data collected in the project schools, the research team built models of parent involvement in school improvement planning. These models were tested through survey data collected from teachers, administrators and parents in 100 Ontario elementary schools.

The literature review, case study evidence and survey results served to identify key factors associated with

successful school improvement:

- principal leadership;
- the leadership of teachers, and possibly parents, as members of a school improvement team;
- a small number of manageable improvement goals clearly focused on students;
- data-driven decision-making about the means and ends of school improvement;
- effective implementation of the school improvement plan including time to do school improvement work; and
- parent participation in the home.

The evidence also suggests the continued efforts of schools to involve parents in their children's education both at home and at school are important. However, helping parents productively engage their children in learning at home should remain a priority. The research team propose strategies for increasing the involvement of parents in their children's education, and finish with a discussion on the general implications for policy and practice.

The final report has been completed and will be available in the fall of 2004 free of charge on the CEA Website, and in print format at a small cost.

The Telesat/SchoolNet Multimedia Satellite Trials Project

Under the leadership of Dr. Thérèse Laferrière (Université Laval), Elizabeth Murphy (Memorial University), Herb Wideman (York University) and Réjean Payette (technical-pedagogical consultant, Montreal), CEA conducted an action-research evaluation of an initiative to provide a broadband enabled learning environment in support of teacher professional development and student collaborative learning in remote locations in Newfoundland and Labrador, Ontario and Quebec.

Statistics on the use of the technologies confirmed that satellite access meets a real need for remote schools that cannot get a high-speed landline for connection to the World Wide Web. Schools' capacity to network was enhanced: students had opportunities to meet other students, and teachers to plan, coordinate and conduct learning activities. System-wide administrative support for teachers to engage in innovative teaching is essential for change in practice, but unlikely until better student learning is clearly demonstrated by innovative uses of technology.

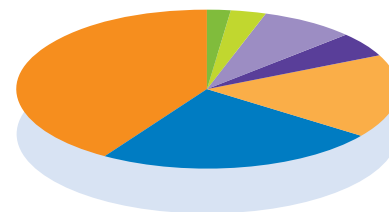
The research team concluded that the availability of a satellite link is of primary importance for achieving equality of opportunity for students learning in remote parts of the country where commercially available high-speed networks remain elusive. Although this evaluation uncovered promising results, further study is recommended to determine the potential of satellite connectivity for enhancing education; it should be explored more systematically and over a longer time frame.

The final report has been completed and will be available in the fall of 2004 free of charge on the CEA Website, and in print format at a small cost.

FINANCIAL DISCLOSURE

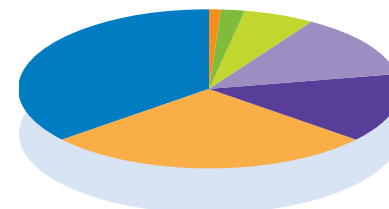
REVENUES	2004	2003
Sustaining provincial government grants	\$ 452,901	\$ 436,121
Writers In Electronic Residence	105,883	141,342
Event registration fees	62,052	64,930
Publication, advertising and other sales	225,898	153,054
Information service board fee	113,415	115,959
Project and program contributions	218,165	230,683
Federal government membership	105,000	100,000
General membership fees	47,293	53,151
Administration fees	6,615	19,588
Investment income	25,445	3,409
	\$ 1,362,667	\$ 1,318,237

- Administration fees and interest 2%
- General membership 3%
- Information service boards 8%
- Registration fees 5%
- Publication sales 17%
- Projects and programs 24%
- Government membership fees 41%



EXPENSES	2004	2003
Remunerated personal costs	328,904	403,910
Writers In Electronic Residence	125,987	152,411
Publications and periodicals	168,073	158,069
Administrative	161,018	156,454
Events	98,191	51,775
Project and program costs	203,664	194,167
Office rent and utilities	67,933	60,299
Organizational governance meetings	24,969	23,941
Amortization	16,892	13,895
	1,195,631	1,214,921
Excess of revenues over expenses for the year	\$ 167,036	\$ 103,316

- Amortization 1%
- Governance 2%
- Rent and utilities 6%
- Administration 13%
- Publications 14%
- Program and project costs 28%
- Remunerated personal costs 36%



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