



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

2004-05 ANNUAL REPORT



LINKING students, parents, educators, researchers, writers, business, government, school administrators and everyone who values education as a fundamental pillar of our society.

LISTENING to voices across Canada and internationally – voices from all regions and all sectors – from First Nations and Inuit, professional associations, the voluntary and private sectors, and from all levels of government.

LEARNING from others and helping others learn through networks and communities of learning; fostering dialogues that encourage lifelong learning in new and novel ways.

LEADING the effort to build knowledge about education and inspiring a commitment to the development of fresh ideas and innovative perspectives on education for all Canadians.

TOWARD A KNOWLEDGE SOCIETY

CHRIS KELLY, PRESIDENT



PENNY MILTON, CHIEF EXECUTIVE OFFICER



Education shapes so much of the way we live; it affects our health and well-being, our earning power, our engagement with community, and its cycles mark the seasons. We write our introduction to the Association's Annual Report as summer programs, camps and vacations come to an end, and back to school sales are in full swing. The promise of a new beginning for students and staff in schools, colleges and universities imbues us all with energy for the effort to do ever better in this most important endeavour of education.

Ours is not a vision for the Association, but for Canada – a well-educated citizenry for the sake of a robust democratic society and a prosperous and sustainable economy. This is not a vision that can be achieved by the Canadian Education Association (CEA) alone, but will result from the committed and courageous acts of all who share responsibility for learning in society. We see several goals within this vision: an environment in Canada that fosters creativity and adaptation in support of learning; the emergence of new perspectives built upon diverse values; and a social consensus across Canada on what it takes to develop an educated citizenry.

The context in which these goals are pursued includes the widely held belief that the world has changed. At a time when education has become a critical element in the social and economic well-being of our society – and of the world – it is widely accepted that all young people need to be able to make a successful transition to adult roles at work, in the community and in family. The phrases knowledge-based economy, knowledge society and knowledge workers are everywhere. Skills in the 21st century have been described formally by some and more informally by others but generally the required attributes include critical thinking, problem solving, collaboration, and flexibility of mind with communicative and technological competence and ethical decision-making. Above all, we need to be expert learners throughout our lives.

Notwithstanding the tremendous achievements of public education, we are a long way from ensuring that all students acquire the full range of aptitude and skill required to support a lifetime of learning. CEA's first policy brief on literacy calls attention to the need for coherent strategies across jurisdictions, institutions and sectors if the next ten years (unlike the previous ones) are to bring major improvement in the level and distribution of literacy skill in the population. Coherent strategies would be logical, reasoned and sound. They would make sense given what we know.

Yet researchers often bemoan the lack of attention that policy-makers and practitioners give to their work; policy-makers complain that researchers don't answer their critical policy questions and that their policy intentions are often unfulfilled by practitioners; and practitioners grumble about researchers and policy-makers who don't understand what goes on in their classrooms. So what are we to do?

CEA believes we need to talk together – about what we know, how we know it and what we need to do because of what we know. Apparently simple questions lead to more thoughtful answers. Most of us came to the CEA Symposium, *What do we know about early learning and what are we doing about it?*, with the deep belief that early learning is crucially important. By the end of the day, most of us agreed that we have not always honored the potential of children – their innate curiosity, their interest in how things work, and their determination to learn. Old approaches that see young children as empty vessels to be filled by adults are giving way to approaches that begin with the interests of children themselves. What potential would we unleash if we saw children, indeed all people, as capable, resourceful individuals ready to be full partners in creating their learning experiences?

This Annual Report records one year's work, within a history of 114 years, devoted to bringing attention to research, policy and practice and the ideas that shape the way forward for education in Canada.

Chris Kelly, PRESIDENT
SUPERINTENDENT, VANCOUVER SCHOOL BOARD

Penny Milton, CEO



HIGHLIGHTS 2004-05

Through its annual planning processes, CEA establishes objectives and priorities to guide the work of staff and volunteers, and evaluates organizational performance towards goals. CEA made considerable progress in 2004-05 in meeting the specific objectives set for the year – reach has expanded, new work has been well received, and the education community has been receptive to an expanded CEA presence. We are pleased to present a summary of key achievements in the year 2004-05. More detailed information about all of these activities is available on the CEA Website at www.cea-ace.ca.

“You are doing excellent work and I encourage you to continue. BRAVO!” WEBSITE SURVEY RESPONDENT

NEW RESOURCES

Focus On Literacy

Focus On Literacy, the second theme in CEA's Focus On... series, was launched in October 2004, in conjunction with CEA's first policy brief. The Focus On... series builds better links among research, policy and practice to advance understanding of critical issues in education and learning. *Focus On Literacy* brought together diverse perspectives on literacy throughout the lifespan and in multiple contexts. The project stressed the growing importance and changing concepts of literacy in the information age. *Focus On Literacy* was financially supported by the Ministries of Education of British Columbia and Ontario. Focus On... is on its way to becoming a multi-themed portal and one of CEA's core programs. Focus On... at www.cea-ace.ca/foo.cfm is the most used feature of the CEA Website.

CEA Policy Brief

The Problem and Promise of Literacy for Canada: An Agenda for Action

CEA released its first public policy brief on October 14, 2004. *The Promise and Problem of Literacy for Canada: An Agenda for Action* calls for the development of a coherent and comprehensive agenda for action on literacy in Canada. The policy brief was a first significant step towards CEA taking 'positions' on issues and increasing its presence in the education and policy community. The document was exceptionally well received and is the most frequently accessed document on the CEA Website. It set the ground for the development of future policy briefs by CEA. *The Promise and Problem of Literacy for Canada: An Agenda for Action* is available for download on the CEA Website; hard copies can be ordered at no cost by sending an email to publications@cea-ace.ca.

Bulletin

Bulletin, an electronic news channel launched in May 2004, has become CEA's primary vehicle for sharing information, ideas, new reports and events related to education and learning. It, along with the New and Noteworthy section of the Website, continues to deliver quick and easy access to CEA announcements, as well as information on Books worth Reading, Careers, Events, Initiatives, People, Policy and Research in education. In June 2005, an automated subscription feature was added to the CEA Website to facilitate sign-up for this free service. To date, *Bulletin* is sent to close to 1,000 subscribers.



PUBLICATIONS

Education Canada

In the five years since its launch as a magazine in 1998-99, *Education Canada* has gained recognition for its editorial quality and relevance. In 2004-05 a complete graphic redesign gave the magazine a more current, stylish and professional look. *Masthead*, the magazine for magazine designers and art directors, featured *Education Canada's* redesign in an announcement as well as in a lead article. The Editorial Board set new directions to make the magazine livelier. The theme-based approach was phased out to provide greater flexibility in publishing current and relevant articles and to encourage more interaction with readers. *Education Canada's* themes for the year were: The Good School (Summer 2004), which garnered much interest from the media; Learning from the Past (Fall 2004); Public Purposes of Education (Winter 2005); The Learning of Adolescents (Spring 2005).

KI-ES-KI/HANDBOOK

For over 35 years *KI-ES-KI Handbook – Directory of Key Contacts in Canadian Education* has provided quick access to contact information for decision makers at all levels of the education community. The usability of the handy hardcover version has been extended by the introduction of a searchable CD-ROM version. A premium service allows users to create and export mailing lists.



PUBLICATIONS

Media Supplement

Public education at all levels serves a societal interest and relies on public support. CEA's media supplements bring new ideas and innovations in education to a broader audience. Our media supplement published in *National Post's* magazine, *Business*, CEO of the Year edition is the second in a series titled *New Knowledge for a New Economy*.

New Reports

Major publications released in 2004-05 included two research reports. The *Telesat/Schoolnet Multi-media Satellite Trials Evaluation* reveals that under certain conditions, satellite delivery of broadband Internet access offers a viable solution for remote and northern schools. The evaluation of the Ontario project, *Parent Participation in School Improvement Planning*, confirms previous understandings that parental involvement in their own children's schooling provides a powerful support to learning. CEA's reports are available in hard copy or as free downloads from the Website.

EVENTS

"I left inspired and wanting to do something." FORUM PARTICIPANT

The **Canadian Education Forum**, a meeting attended by government officials and non governmental organizations, met in Ottawa at the Brookstreet Hotel in June, and at the Conference Board of Canada in December 2004. The forums respectively titled *Fostering the Minds of Young Canadians: Implications for Governments and Non-governmental Organizations*, and *Beyond the Ivory Tower: Systems Integration in Early Learning*, attracted a record number of participants from a wide variety of sectors where Hon. Ken Dryden, Minister of Social Development, shared his expectations for creating systems of care and learning for young children. Records of these conversations are available on the CEA Website.

A workshop titled *Nurturing Educated Minds: Toward an Understanding of Tensions Inherent in Public Education* was held in conjunction with the 2004 Annual General Meeting of the Association. The event, co-hosted by the Nova Scotia Department of Education, brought together over 70 participants who reflected on what it means to educate. Is our conception of schooling adequate to the task of educating all children?

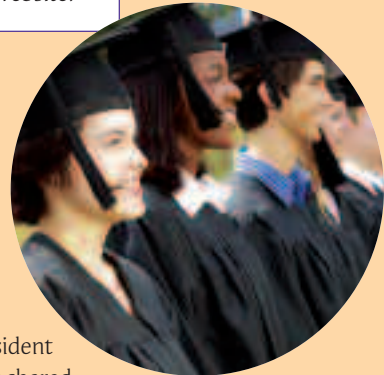
What Do We Know About Early Learning and What Are We Doing About It? Held in May 2005 in collaboration with the Peel District School Board, this Symposium drew the participation of over 150 actors in the field of early learning and education. They were joined by leading experts in the field, including Dr. J. Fraser Mustard, Dr. Clyde Hertzman, Dr. Doug Willms, and Dr. Marlene Scardamalia. Transcripts of all presentations are available on the CEA Website.

The **Education CEOs' Forum** was held in Mississauga (ON) at the Delta Meadowvale Resort and Conference Centre in May 2005. The meeting, co-hosted by Jim Grieve, Director of Education of the Peel District School Board, and Chris Kelly, Superintendent of the Vancouver School Board and President of CEA, was designed to draw from its participants shared perspective on the actions and innovations needed to fill the gap between the research on learning, and the environments and practices that characterize the experience of schooling for children and youth. The Forum also featured the poetry of SPIN and Pueblo Unido, and a performance of Les Belles Classiques, a student choir from Cawthra Park Secondary School. This annual forum is open to all CEOs of Canadian school districts.

"I was very impressed with the quality of the discussion" FORUM PARTICIPANT

SELECTED ACHIEVEMENT INDICATORS 2004-05

- Website usage up 68%
- School district membership up 24.3%
- Organizational membership up 10%
- Monthly visits to Focus On... up 100%
- Surge in website visits for policy brief: 140%
- Education Canada circulation up 13.2%
- Participants likely to attend future CEA events: 87%



CEA-WHITWORTH AWARD FOR EDUCATION RESEARCH

The CEA-Whitworth Award for Education Research honours an individual for outstanding contribution to education in Canada through research. The award supports leadership in identifying emerging issues and promotes innovative and collaborative research approaches. Originally established through a donation of Dr. Fred Whitworth, Director of the former Canadian Council for Research in Education, CEA has administered the award program since 1972. Dr. John Mark Willinsky, Professor with the Faculty of Education of the University of British Columbia, was presented with the 2004 CEA-Whitworth Award for Education Research at the CEA Annual General Meeting on October 15, 2004.

In his address, Dr. Willinsky stressed the public contribution of education in a global era. "Public education has a central role to play in today's global world." He said, "We need to see how education can better serve the world and how learning as it is experienced in Canadian schools can contribute to the civil and deliberative nature of this globalization." The transcript of his presentation is available on the CEA Website.

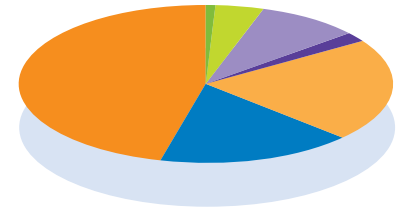
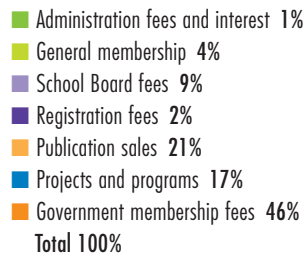
Dr. Willinsky's most recent publications include *After Literacy* (2001), *If Only We Knew: Increasing the Public Value of Social Science Research* (2000), and *Learning to Divide the World* (1999). His work is available at the Public Knowledge Project (<http://pkp.ubc.ca>).

JOHN MARK WILLINSKY

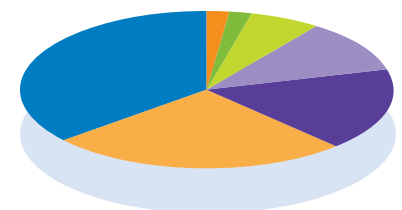
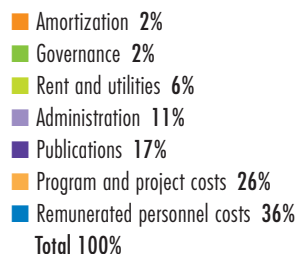


FINANCIAL DISCLOSURE

REVENUES	2005	2004
Sustaining provincial government grants	\$ 414,781	\$ 452,901
Writers In Electronic Residence	78,172	105,883
Event registration fees	26,455	62,052
Publication, advertising and other sales	244,602	225,898
School Board fees	108,202	113,415
Project and program contributions	110,321	218,165
Federal government membership	107,500	105,000
General membership fees	45,183	47,293
Administration fees	2,613	6,615
Investment income	9,667	25,445
	\$ 1,147,506	\$ 1,318,237



EXPENSES	2005	2004
Remunerated personnel costs	\$ 386,435	\$ 328,904
Writers In Electronic Residence	132,086	125,987
Publications and periodicals	201,347	168,073
Administrative	122,843	161,018
Events	26,528	98,191
Project and program costs	163,558	203,664
Office rent and utilities	68,524	67,933
Organizational governance meetings	27,032	24,969
Amortization	18,574	16,892
	\$ 1,146,927	\$ 1,195,631
Excess of revenues over expenses for the year	\$ 579	\$ 167,036



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