



Canadian Education Association
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2007-2008 CEA ANNUAL REPORT

GETTING IT RIGHT FOR ADOLESCENT LEARNERS – AN EMERGING AGENDA FOR YOUTH



WWW.CEA-ACE.CA

A CALL TO ACTION FOR ADOLESCENT LEARNERS

The CEA symposium in 2006 established a Call to Action that articulated principles, commitments and recommendations aimed at getting it right for adolescent learners.

PRINCIPLES

Our purpose is to help students be the best they can be and meet whatever meaningful goals they have set for themselves. The following principles represent what we know about how best to meet the academic, social and emotional needs of adolescents in our schools.

- All students have the capacity to learn and the right to set their own goals.
- Young people learn best when they are valued and respected by adults.
- All people value and are entitled to the respect of others.
- Embracing diversity and pluralism enriches the learning environment for all students.
- Community is essential to the creation of a sense of belonging.
- The transition to adulthood involves many partners.
- Curriculum and pedagogy are tools to an end, not ends in themselves.
- Only learning that is relevant will stand the test of time.



Organizations with long histories are invented and reinvented many times over. CEA is no exception. The call for its establishment was first heard in the year of Canada's Confederation, 1867. The resolution put at a meeting of Protestant Teachers of Lower Canada, "to take steps for the establishment of an Educational Organization for the whole Dominion", was "carried unanimously and with much applause, all agreeing that the time for action had come." THE CANADIAN EDUCATION ASSOCIATION –

A BRIEF HISTORY



Carolyn Duhamel

AS ONE OF CANADA'S OLDEST educational organizations, the Canadian Education Association (CEA) has a long history of adapting and reinventing itself to address emerging issues and challenges in education and learning. This capacity is reflected in CEA's current focus on youth – a focal point that we hope will be a catalyst for the shift required in our education systems to meet the developmental needs of *all* adolescent learners in a global and ever-changing society.

This focus on youth is supported by CEA's broad cross-section of Canadian educational organizations and individuals – a non-partisan network of professionals genuinely interested in human development and learning at all ages. We are inspired by the perspectives so powerfully articulated by the young people who have participated in our symposiums and research projects over the last three years. It is this voice that guides our thinking about transformational change within Canada's large and complex public education institutions.

Motivating and effecting meaningful change in schools is an invigorating and daunting task. For some school division leaders, it can feel like rolling a boulder up the mountainside. CEA provides learning opportunities that bring together education CEOs and other educators from across the country. We create spaces for networking, mentoring, and sharing where emerging leaders can learn from and with one another and where they can find validation for what they need to do in their own school districts.

Formal education structures can provide an avenue for people to develop, learn, and grow in a way that promotes a real sense of hope and optimism about the future. I have real confidence in the young people of this country – confidence in their capacity and their willingness to learn, and in the wisdom of their ideas about what they need and want from their educational experiences. The integrity, respect, and commitment among CEA's Management Board, Council, research working groups, and staff in support of these convictions produces a richness of ideas and experience invaluable in tackling the big questions addressed by our Agenda for Youth. The 2007-2008 Annual Report documents CEA's continuing efforts to advance this agenda and to build momentum for positive meaningful change in Canadian public education systems.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Duhamel". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Carolyn Duhamel
CEA President
Executive Director of the Manitoba
Association of School Trustees

CANADA IS READY FOR CHANGE

"CEA's emerging agenda rests on the conviction that Canadians are ready to explore new ways of thinking about public education in the 21st century. We are fortunate that there is incredible potential within Canadian research communities, both within and beyond education, for contributing to new perspectives on education and adolescent learning. To capitalize on this potential, CEA's research agenda will inspire new perspectives, nurture innovative thinking, and exchange knowledge among others who share CEA's vision for educational and social transformation in Canada." CEA AGENDA FOR YOUTH



OUR EARLIEST ENCOUNTERS can be among the most powerful. As a young teacher who knew little about teaching and probably less about learning, I found myself in front of a class of 17-year-old juvenile delinquents (yes, we called them that in those days) to whom I was to teach plant physiology as an adjunct to their work in the greenhouses of the correctional centre. (Someone's idea of rehabilitation.) Their behaviour was outrageous in every way – disrespectful, disruptive, and downright dangerous. After three weeks of misery I asked them how we might get along. They talked together and returned with a proposition: "You teach us what we want to learn and we'll behave like students." Since I was a biology teacher it was no surprise to find out that what they wanted was sex education: "The real stuff, Miss. Not yer birds and bees." I quickly discovered that they did know how to be students and they did learn what they desperately needed to know.

Attending school might be compulsory but learning is not. Finding ways to engage all young people in learning at school has remained a dilemma for educators since the dawn of mass schooling for youth. Through their work in *Imagine a School...*, *Design for Learning* and *Rethinking Adolescence: Rethinking Schools*, students from Nova Scotia, Quebec, Ontario, Manitoba, and British Columbia have told us in powerful ways what they need in order to become effective learners. And we promised that their voices would be heard.

Canada is justifiably proud of its performance in international achievement tests but we know that we need to do better. Disengagement from school – whether a student leaves or struggles through – is a significant source of inequity in Canadian society, not only because it places a large number of students at a disadvantage as they transition to adult roles, but because disengagement is disproportionately experienced by students living in poverty, youth with disabilities, and adolescents from visible minority and Aboriginal communities. We feel a significant momentum in Canada for 'getting it right for adolescent learners.' The launch of our Agenda for Youth with the enthusiastic collaboration among school districts and schools in the research and development initiative *What did you do in school today?* demonstrates CEA's commitment to playing its part in finding the ways that engage all students socially, academically and intellectually in learning for life.

A handwritten signature in black ink that reads 'Penny Milton'.

Penny Milton, CEO

RETHINKING YOUTH, RETHINKING LEARNING

REFRAMING OUR CONCEPT OF YOUTH

It is time to rethink the learning that youth need in light of the impacts of globalization, technological developments, immigration, and migration: all factors that have had an especially direct impact on them.

Our first step was to explore new perspectives on youth and learning, so we assembled a working group of people from a variety of sectors, but all with a passionate interest in youth. A keynote paper is being developed to articulate a common understanding, to be followed by a series of theme papers that delve more deeply into some of the issues. These will be shared to trigger broader discussion and to influence policies, practices, and public attitudes toward young people.

"This is an era of unusual global connectivity. This is a generation of young people who may have to deal with post-affluence, post-consumer life. What will be a good life? We need to identify what is distinctive in this era as it impacts on the social content of learning.

What will be the new social content of learning?" MARVYN NOVICK, CEA RESEARCH ADVISORY COMMITTEE MEMBER, PROFESSOR

EMERITUS, RYERSON UNIVERSITY, SOCIAL POLICY CONSULTANT, CAMPAIGN 2000



WHAT DID YOU DO IN SCHOOL TODAY?

WHEN ANSWERING THIS PROVERBIAL QUESTION, CEA IS LEADING A BOLD INITIATIVE THAT WILL GO BEYOND THE ALL TOO COMMON ANSWER, "NOTHING MUCH."

Do young people feel like they can play an active role in shaping the future or shaping their environments?
Does their confidence or lack of confidence affect their behaviour?
Does the subjective experience of young people reflect the objective experience of a changing world?

These are some of the questions that led to the idea of a **Youth Confidence Index (YCI)**, which will include the voices of young people to guide future policies and practices directed toward them. Inspired by the Consumer Confidence Index, the YCI will measure the degree of confidence young people have in their future prospects and the futures of their schools, communities, cities, and country. With a feasibility study underway which will include a comprehensive literature review, a conceptual framework, and youth panels to provide feedback, the YCI will contribute to an understanding of young people's perceptions and how these factors shape their pathways.

Students have told us what school needs to be all about – worthwhile work, relationships built on respect, to be known as individuals, to be challenged and supported to succeed. Students need to be deeply engaged in learning and they need to be able to participate in creating that experience. Do students experience social, academic, and intellectual engagement in their schools and in their learning? Are their classroom experiences relevant and personally meaningful to them? The *What did you do in school today?* (WDYDIST) initiative will answer these questions and channel the conversation among educators and students about their experience in school and the development of change strategies to improve it.

A collaborative initiative of CEA, the Canadian Council on Learning, and a number of Canadian school districts, WDYDIST is a three-year project supported by a research team that includes Alberta's Galileo Educational Network and The Learning Bar Inc. from New Brunswick. In just one year, *What did you do in school today?* has so far attracted the involvement of over 21,000 students from 87 schools in ten school districts of four provinces and more will join in 2008-09.

The number of students surveyed in WDYDIST makes it as large as the Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA). This also makes it one of Canada's largest ongoing school surveys with a student sample that is sufficiently large to accurately estimate, for example, the extent to which students experience anxiety and depression, and those who have low or high levels of sense of belonging, intellectual engagement, and disengagement.

WDYDIST has also proved an effective method in giving voice to young people, offering insights into their preoccupations, and in many of the participating districts, students are engaged in planning the changes to make school more meaningful to them. This new source of data together with a *Classroom Effectiveness Framework* will help district administrators, principals, and teachers work together to build school improvement and inject relevance into the curriculum.

Year 2 of the project is underway with more school districts joining and positive momentum for a collaborative network that will build on the ideas being generated and shared across the country on what works for students and teachers.

"This project provides a good opportunity to see what engagement really looks like at the classroom level. We are very excited because this is not simply an academic exercise – CEA is rolling out a new plan with consideration as to what's happening in the classrooms. What did you do in school today? is sitting nicely between scientific research and applied practice and attempting to bring about change to learning environments." — DOUGLAS WILLMS, PH.D.,

THE LEARNING BAR INC., PROFESSOR AND DIRECTOR OF THE CANADIAN RESEARCH INSTITUTE FOR SOCIAL POLICY AT THE UNIVERSITY OF NEW BRUNSWICK



"Evergreen School Division has been engaged in a high school review initiative for the past two years. WDYDIST provided us with a much larger data set to support our research. We also participated in a consultation session with other Manitoba school districts taking part in WDYDIST where we were briefed on how to drill down information and interpret our data. CEA is building a national network of WDYDIST districts so that we are able to collaborate on possible interventions in areas of common concern. As a small division, this research support is something we don't have the capacity to do alone."

PAUL CUTHBERT, SUPERINTENDENT, EVERGREEN SCHOOL DISTRICT, MANITOBA

"The Classroom Effectiveness Framework is based on the premise that effective teaching can facilitate effective learning. Its focus is on improving practice and tightly focused on teaching. The aim of this document is to help people identify what steps need to be taken to address issues such as student anxiety, boredom, and poor attendance. This ambitious project required the management of a national organization. This is an incredibly bold step for CEA to lead this process." DR. SHARON FRIESEN, PRESIDENT OF THE GALILEO EDUCATIONAL NETWORK, ASSOCIATE PROFESSOR IN THE FACULTY OF EDUCATION AT THE UNIVERSITY OF CALGARY

CEA-SUPPORTED RESEARCH

BRIDGING THE GAP BETWEEN POLICY AND PRACTICE

What did you do in school today? (WDYDIST) has provided the opportunity for Drs. Ben Levin and Creso Sá of the Ontario Institute for Studies in Education (OISE) to make another crucial link with high schools. A study, which includes school districts in addition to those participating in WDYDIST, is underway to examine how research is encountered and used to shape policy and practice in Canadian secondary education. The focus of the **RESEARCH USE AND IMPACT STUDY** is on understanding how school districts can get full value from research evidence as they work to improve school systems. Results from these consultations will be shared in early 2009.

The **STUDY OF THE EFFECTS OF ONTARIO'S CLASS SIZE REDUCTION POLICY** will describe the implementation and effects of the provincial policy of class size caps in the primary division of Ontario schools. Led by OISE's Dr. Nina Bascia and assisted by an advisory group made up of representatives from school boards who have classrooms included in this study, as well as principal, teacher, and parent associations, the report will provide insight and recommendations addressing class size reduction.

"There's a lot of talk about using research more effectively. There are lots of researchers doing great things. But we don't really know what research works or how it works and how research actually gets taken up in the school systems. With CEA we're trying to learn about it in a way that can help schools and districts improve what they're doing now. By engaging WDYDIST districts in our research impact study, we hope to add value to the work they are doing for adolescent learners." DR. BEN LEVIN, CANADA RESEARCH CHAIR IN EDUCATIONAL LEADERSHIP AND POLICY AT THE ONTARIO INSTITUTE FOR

STUDIES IN EDUCATION (OISE)



Dr. Ben Levin



2007 CEA WHITWORTH AWARD FOR EDUCATION RESEARCH

Another project that analyzed policy and practice was undertaken by Dr. Kenneth Leithwood, Associate Dean of Research at OISE. The study, **TURNAROUND SCHOOLS AND THE LEADERSHIP THEY REQUIRE**, examined the context and contribution of principals in effecting school change in schools where student performance was significantly below provincial standards. The final report to be released in early 2009 will be of value to those who seek to turn around other low-performing schools.

PROJET ONTARIO/QUÉBEC is an interprovincial initiative of the Ministries of Education of Ontario and Quebec that examined the use of information technology in the classroom by comparing students' level of engagement, comprehension and knowledge transfer using two different technologies. In Ontario, students used a digital audio-video simulation training module on CD-Rom. In Quebec, students collaborated with peers and the teacher through the use of a Knowledge Forum. A comprehensive report detailing the process and results of this unique interprovincial collaboration will be released in early 2009.



Claude Trottier and Carolyn Duhamel



Carolyn Duhamel and Gordon Porter
Photo credit: Brunswick News Inc.



CEA's prestigious award for education research was presented to co-winners in 2007. **Dr. Claude Trottier** is a professor in the Faculty of Educational Sciences at Laval University. The Award recognizes the significant research contribution he has made to understanding youth pathways from high school to post-secondary education and the workforce.

Dr. Gordon Porter is the Director of Inclusive Education Initiatives for the Canadian Association for Community Living and Chair of the New Brunswick Human Rights Commission. A world renowned leader for his lifetime of work in building inclusive classrooms, the award recognizes Dr. Porter's use of in-class participatory research (now called 'appreciative inquiry').

FROM IMAGINING SCHOOLS TO DESIGNING SCHOOLS

THE POWER OF YOUTH VOICE IN INFLUENCING NEW IDEAS FOR LEARNING

CEA's *Imagine a school...* DVD continues to be used in constructively provocative ways by teachers and administrators. This dramatic anthology of stories of life and learning has become a key resource in professional development, teacher education programs, and in conference workshops in Canada and the United States.

The 2007 follow-up symposium, *Design for Learning* built on the insights of students who created *Imagine a school...* Students from Montreal South Shore's Riverside School Board created their own designs for learning in a classroom laboratory led by Drs. Sharon Friesen and Patricia Clifford of The Galileo Educational Network. A new DVD, which documents the remarkable ideas contained within the student presentations delivered at this symposium, will be released in late 2008.



George Rathwell

"We organized a classroom laboratory exercise for students and teachers that was first developed at CEA's Design for Learning Symposium. This engagement exercise helped us transform our mindset about how we approach change. It was a powerful exercise because all professional and support staff from our collegiates acted as the audience for student feedback."

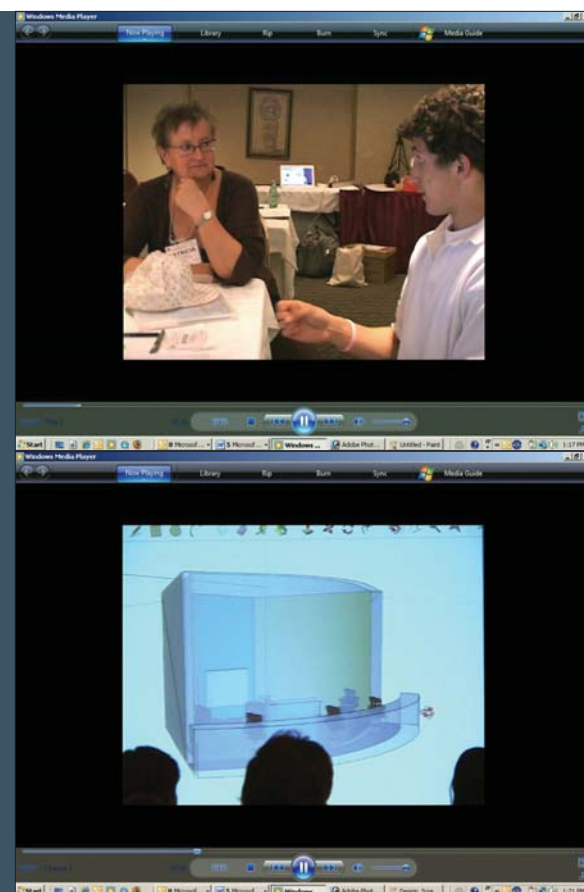
"I've been working in the school system for over 27 years and it was one of the most remarkable mornings that I've ever been a part of. Our students were relentless and courageous with their presentations. They stood up in front of our teachers and board members and delivered. What I loved about that morning was that students talked and we listened."

GEORGE RATHWELL, DIRECTOR OF EDUCATION,
SASKATOON PUBLIC SCHOOL BOARD



CEA's *Imagine a school... The Play* - Vancouver - 2006. ▲

CEA's *Design for Learning DVD* - Montreal - 2007. ►



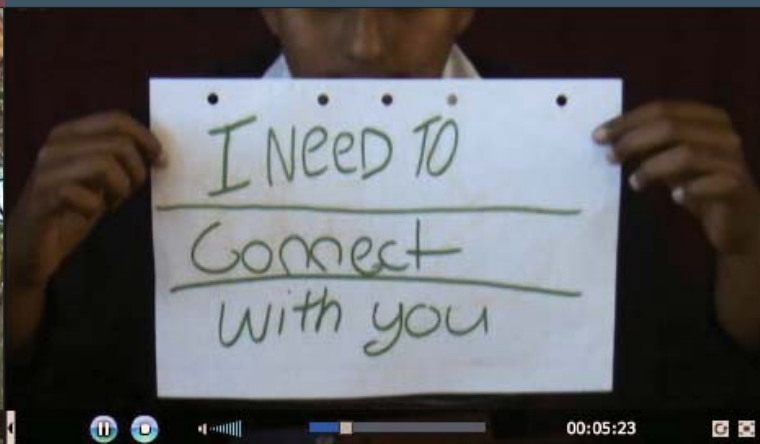
"After a group of our high school students explored how schools can better meet their needs at CEA's Design for Learning Symposium in May 2007, I organized a similar student presentation for our employees and commissioners at the beginning of the 2007-2008 school year.

Our board has since set up a system-wide student advisory council involving student representatives from each of our high schools to keep the focus on their point of view. This is more than we ever did before and is especially important at a time when we are looking at systems development and setting priorities for the future of Riverside School Board. This experience is not just important for Riverside – it is an essential process that school districts across Canada should consider to make sure that the student voice is heard at the highest levels." KEVIN LUKIAN, DIRECTOR GENERAL, RIVERSIDE SCHOOL BOARD, ST. LAMBERT, QUEBEC



Kevin Lukian with students.

CEA was saddened to learn of the death of Pat Clifford on August 12, 2008. Pat was a Director of CEA, an author and book reviewer for *Education Canada* and a valued presenter. We miss her lively engagement with us and her unshakeable belief in the capacity of students to learn.



When Dr. Friesen showed the *Imagine a school...* DVD to a group of New Zealand educators interested in promoting student voice, they quickly decided to undertake a similar project with a group of 27 students. In the end, the students produced a 30-minute video, *You've Got a Message*, designed to spark discussion about effective teaching practice, which has already been shown in a variety of professional settings.

CONVENING THE CONVERSATION AND PUBLISHING PROMISING IDEAS

Continuing to advance CEA's focus, *Getting it Right for Adolescent Learners*, Manitoba organizations partnered in a workshop titled *Rethinking Adolescence, Rethinking Schools* held in Winnipeg in October 2007. Leaders from Manitoba's media, social justice, youth, and education sectors participated in lively panel discussions that created a remarkable synergy with CEA's Agenda for Youth.

Teacher Alysha Sloane (Gordon Bell High School, Winnipeg) delivered a poignant and insightful presentation on how teachers can successfully engage students in learning. ►

Four recent graduates from Winnipeg's Seven Oaks School Division participated in a fascinating discussion of their personal triumphs over the challenges they faced through their high school years. ►

Leaders from Winnipeg's business, media, and social policy sectors offered their thoughts on what young people today need to know and be able to do. ▼



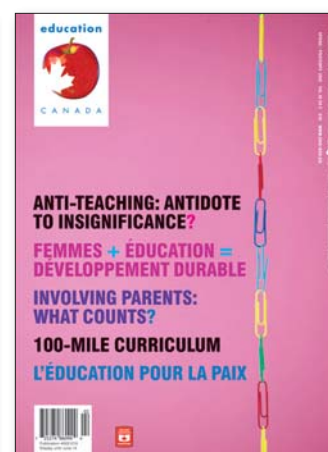
"I would like to see CEA host a series of workshops across the country that look at the deeper questions... if we have known for some time what is good for adolescent learners (and all learners for that matter), why is this not happening in many schools? What are the challenges and how do we overcome them? What courses of action go beyond these challenges? I think educators know what is good for learners, but it is important to discuss why this isn't what happens." WORKSHOP PARTICIPANT EVALUATION

"Learners have to know why they're doing something, and it has to be important. If they don't, they're not engaged. We need to re-conceptualize ourselves as teachers in order to consciously aim for the society we hope to create." ALYSHA SLOANE



EDUCATION CANADA MAGAZINE

CEA's 'flagship' publication has a longstanding reputation for its outstanding quality, relevance, and usefulness. With more electronic versions of *Education Canada* articles shared online, CEA experienced a significant increase in requests – from throughout Canada and internationally – to copy, republish, and translate articles and ideas contained within its covers. The development of an online version of the magazine to further engage these new audiences will be launched in the fall of 2009.



Catching the Knowledge Wave
Summer 2007
By Dr. Jane Gilbert
Chief Researcher of the New Zealand Council for Educational Research (NZCER).
2718 Downloads

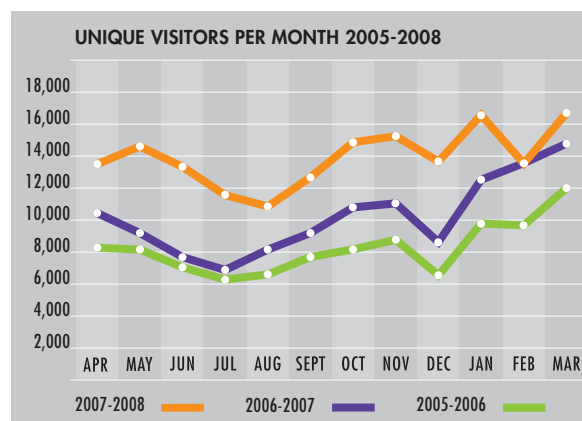
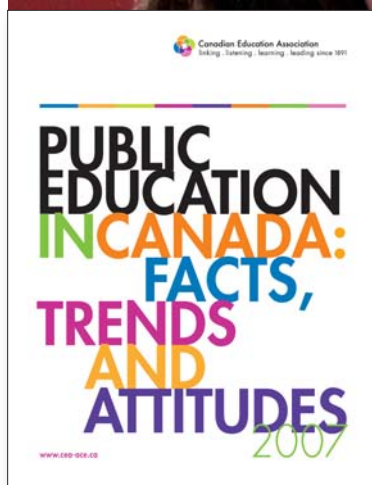
The Long and Short of Educational Change
Summer 2007
By Andy Hargreaves
Thomas More Brennan Chair in Education in the Lynch School of Education at Boston College.
2374 Downloads

Generation Queer: Sexual Minority Youth and Canadian Schools
Winter 2007-08
By Kristopher Wells
Killam & SSHRC Doctoral scholar, Department of Educational Policy Studies, University of Alberta
1720 Downloads

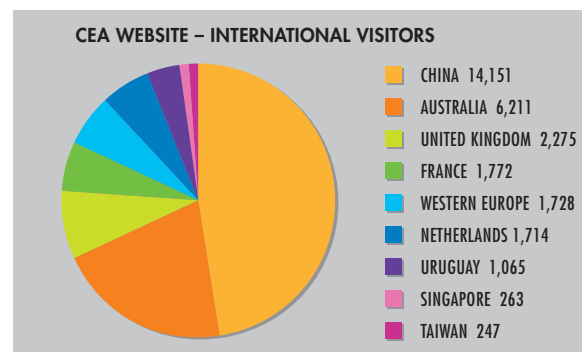
PROVIDING RELEVANT EDUCATION INFORMATION AT YOUR FINGERTIPS

PUBLIC EDUCATION IN CANADA: FACTS, TRENDS AND ATTITUDES

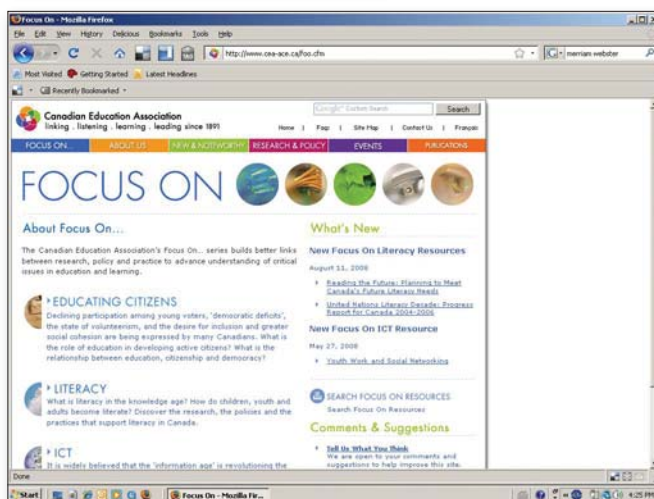
Released in November 2007, this publication contained CEA's fourth national public opinion poll, *Public Attitudes Toward Education*. It attracted national media coverage and a prolonged public conversation about the performance of our education systems. Over 13,000 electronic copies of this report were downloaded from the CEA website in 2007-08. This experience confirmed that there is a strong appetite for research-based insight into the current state of education in Canada.



Overall unique CEA website visits increased in 2007-2008.

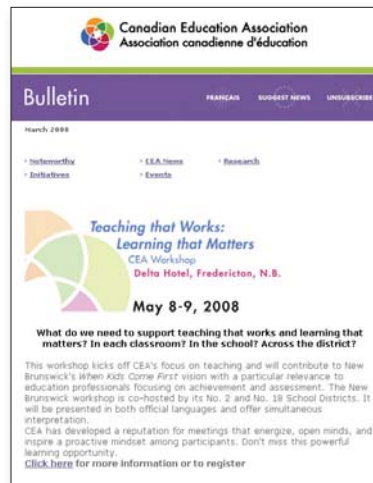


The CEA website received an international array of visitors.





"I just want to pass along my congratulations and thanks for the effort that goes into the publication of the CEA Bulletin. It remains one of the most informative and useful regular newsletters that I receive. The content is both timely and relevant for anyone dealing with educational matters, including businesses like ours." MARTY KEAST, PRESIDENT, PEARSON EDUCATION CANADA

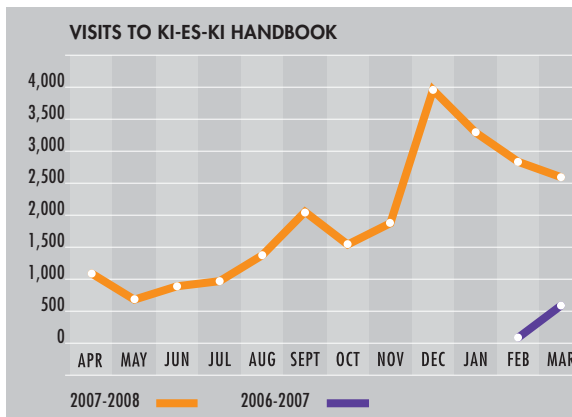


Bulletin

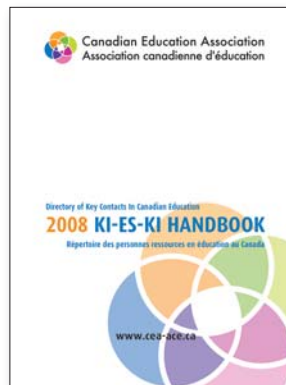
Canada's education newsletter, since 1957



Bulletin has been Canada's education newsletter since 1957. With the ever-increasing mass of information available to educators and researchers, there is a growing appreciation for CEA's monthly e-newsletter.



The online version of CEA's **KI-ES-KI Handbook** – our directory of Canadian education organizations – has experienced a sharp increase in users since it was first launched in 2007.



WWW.CEA-ACE.CA

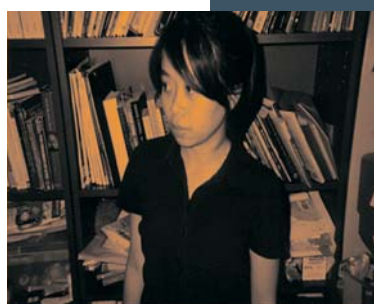
AN 'IDEA INCUBATOR'

SUPPORTING THE GROWTH AND DEVELOPMENT OF INNOVATIVE PROGRAMS IN CANADIAN SCHOOLS



Poet Susan Musgrave has served as a writer in electronic residence for most of WIER's 20 years. ▲

Poet Souvankham Thammavongsa is the first WIER alumna to return to the program as an author. ►



WRITERS IN ELECTRONIC RESIDENCE (WIER)

LINKING CANADA'S WRITERS WITH CANADA'S SCHOOLS

In 2008 WIER marked its 20th anniversary of providing an online pan-Canadian learning environment that connects students, writers, and teachers in electronic "writing salons". CEA offers congratulations on the establishment of The Writers in Electronic Residence Foundation, which will assume full responsibility for the program in 2009.

CEA has provided insight and direction in WIER's transition to the Foundation, while maintaining operational stability for the program. CEA values its relationship with WIER and looks forward to new opportunities of shared interest.

www.wier.ca

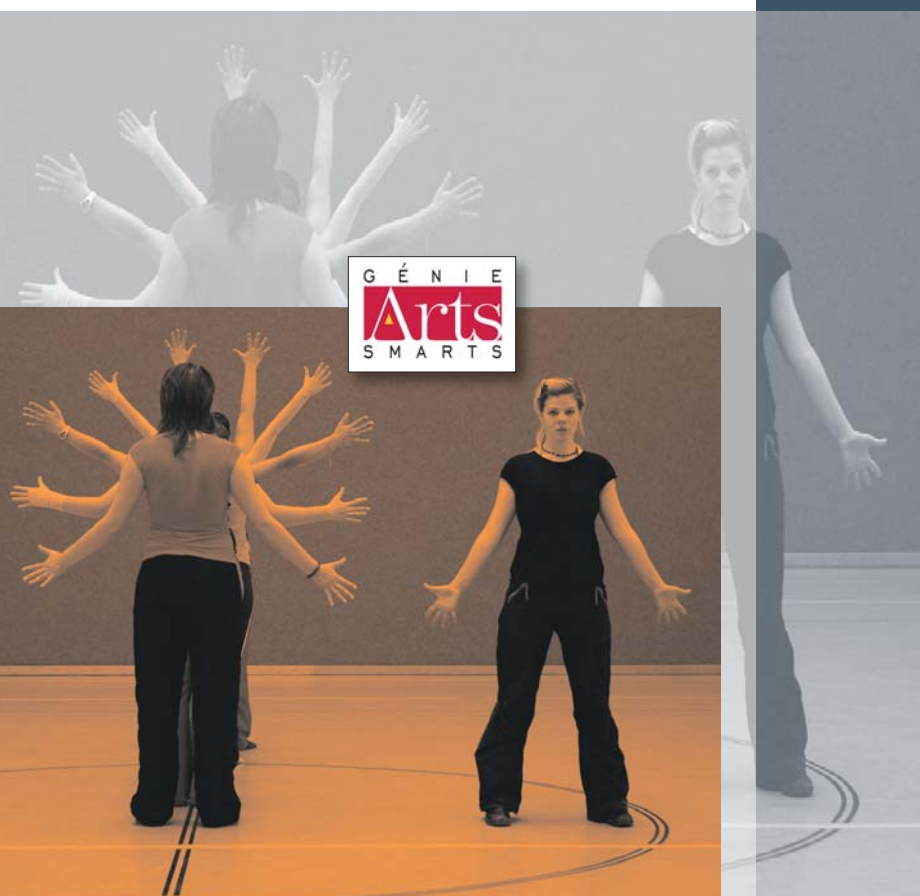
ARTSSMARTS

INVESTING IN A CREATIVE CANADA

With the critical support, direction, and assistance from the Canadian Education Association and the J.W. McConnell Family Foundation, ArtsSmarts reached an important milestone this past year ArtsSmarts is now an incorporated national non-profit organization governed by a Board of Directors.

As an action-focused organization with a mandate to improve the lives and learning capacity of young people in urban, rural, and remote regions of Canada through arts, partnerships, and research, ArtsSmarts enabled 40,000+ students to work collaboratively with 1800 educators and 500+ artists – 44% of its activities took place in underserved communities and 56% in schools located in urban centres.

www.artssmarts.ca



FINANCIAL DISCLOSURE

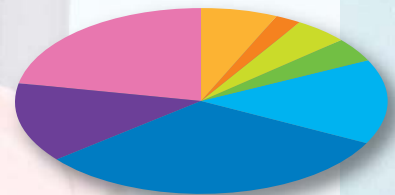
REVENUES

	2008	2007
Sustaining Provincial Government Grants	474,383	434,294
Other Government Grants	0	3,300,000
Research – Contracts	315,518	0
Writers In Electronic Residence (WIER)	75,909	54,381
ArtsSmarts Program	617,556	315,008
Event registration fees	83,394	94,917
Publication, advertising, and other sales	324,663	356,366
Information service board fees	113,600	122,071
Project and program contributions	8,123	48,214
Federal government membership	0	25,000
General membership fees	44,723	48,199
Administration fees	2,616	18,735
Investment income	142,221	98,077
Total	2,202,706	4,915,262

OPERATING REVENUES*

Administration fees and interest	7%
General membership	2%
Information service boards	5%
Events registrations	4%
Publication sales and advertising	15%
Projects and programs + WIER + ArtsSmarts	32%
Research – Contracts	14%
Government membership grants	22%
Total	100%

* Excluding research investment fund



EXPENSES

	2008	2007
Salaries and benefits	553,734	423,568
Writers In Electronic Residence (WIER)	55,846	65,427
ArtsSmarts Program	482,699	312,129
Publications and periodicals	237,251	258,733
Administrative	124,619	131,944
Events	124,948	95,841
Project and program costs	16,149	40,572
Research – Fund	492,576	114,720
Office rent and utilities	74,455	69,372
Organizational governance meetings	44,001	48,888
Amortization	23,044	34,959
Total	2,229,322	1,596,153
Excess of revenues over expenses for the year	-26,616	3,319,109

OPERATING EXPENSES

Amortization	1%
Governance	2%
Rent and utilities	3%
Administration	6%
Publications	11%
Event costs	6%
Research costs	22%
Program and project costs + WIER + ArtsSmarts	25%
Remunerated personnel costs	25%
Total	100%



AN AGENDA FOR YOUTH – A COLLABORATIVE EFFORT

Throughout 2007-2008, CEA received an ever-increasing number of invitations to deliver presentations to and engage in partnerships with faculties of education, social planning councils, foundations, as well as trustee and school board associations and superintendents in Canada and the U.S. In doing so, CEA continues to build its reputation for leadership in bringing new thinking to the fore and attracting a diverse group of researchers and education leaders to collaborate in 'getting it right for adolescent learners'.



CEOs Forum

"I believe that as a society we need to have a really deep conversation about what it is that we are expecting of our public education systems. We often assume that students all sit in straight rows and learn from a curriculum that has been geared to streaming students, or moving them into university, college, and the workforce. So we tend to tinker with the system rather than work on big ideas that can help our understanding of how transformational change can occur. What the Canadian Education Association is trying to get us to do is to think very deeply about all students, listen to their experience, and reflect on how we can help them become more engaged in their own learning." CAROLE OLSEN, SUPERINTENDENT OF HALIFAX REGIONAL

SCHOOL BOARD

CEA'S RESEARCH ADVISORY COMMITTEE

CEA has assembled a national network of committed researchers who share common dedication to transformational change. Each Committee member brings research, expertise, and ideas of outstanding relevance to CEA's work. Representatives from post-secondary faculties of education join school district leaders from across the country along with aboriginal, social work, Ministries of Education, Education Faculties, Non Government Organizations, and Francophone groups. Together, they provide strategic advice for research projects and make links to additional researchers, thereby connecting CEA to new possibilities for its future direction.



Carole Olsen

ANNUAL EDUCATION CEOs FORUM

Getting it Right for Adolescent Learners: Leading Minds, a forum for school district superintendents and directors of education from across the country was held in Niagara-on-the-Lake in May 2008. The event was co-hosted by Geoff Williams (former Superintendent of the Avon Maitland School District) and Carole Olsen (Superintendent of the Halifax Regional School Board).

These are powerful forums in that they provide the opportunity for in-depth dialogue on some very important topics that superintendents do not normally have a chance to engage in with their colleagues – it challenges them to think about ways to bring about change agendas to their school districts.

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