



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

2006-2007

# ANNUAL REPORT



[WWW.CEA-ACE.CA](http://WWW.CEA-ACE.CA)

## FROM THE PRESIDENT

Speaking about children, Lebanese philosopher and poet Kahlil Gibran writes:

**Your children are not your children.**

**They are the sons and daughters of Life's longing for itself...**

**...their souls dwell in the house of tomorrow,**

**which you cannot visit, not even in your dreams...**

**H**ow often has it been said that we are educating students for futures that we can barely imagine? Amid a backdrop of rapid economic and social change and emerging new research on the nature of human learning, beliefs and expectations about education in Canadian society are significantly altered from previous decades. Education is now seen as a necessity for all citizens rather than an option for the intellectually gifted and the privileged few. Lifelong learning has become the norm and education is no longer viewed as the exclusive domain of schools and colleges and universities. Although these institutions remain the foundation for formal learning, the same forces that reinforce this role also present perplexing questions about the purposes of education and the nature of learning experiences needed in the new context.

CEA holds a vision for Canada as an enlightened model of 21<sup>st</sup> century education where Canadians of all ages understand their own learning needs and have access to relevant and engaging educational opportunities to achieve them. In pursuit of this vision, CEA is continuously reaching out to a diverse range of partners and audiences to explore and encourage new perspectives about education. It also strives to develop a deeper understanding of educational innovation, to spark imagination about possibilities and to nurture a critical mass of leaders who share this vision for change.

In May 2006, CEA's Management Board adopted a new operations framework to ensure clear focus and thematic congruence across all aspects of CEA's work – Research, Publications, Events, Programs, and the Web. In the area of research, the association has engaged Christa Freiler in the new Director of Research position and established a Research Advisory Committee to articulate CEA's future research priorities while guiding the development of a research framework. New partnership opportunities with the Canadian Council on Learning and with ArtsSmarts, funded by The J.W. McConnell Family Foundation, are tangible evidence of CEA's growing credibility and influence as a leader in educational thinking in Canada.

Through the better part of the past decade, CEA has been on a transformational journey, moving from its previous role as a provider of professional development and membership services, to one of catalyst, facilitator and leader in shaping public discourse and social policy about education in this country. The dedication, deep reflection and hard work of CEA staff, partners and Council members have moved us forward with positive momentum. Yet, there is much more to be done and "we have miles to go before we sleep." CEA welcomes all who would like to join us on this journey in the quest to nurture the dialogue and create the conditions that will ensure a well-educated Canadian citizenry and a democratic and prosperous society for all.

**Carolyn Duhamel**



CAROLYN DUHAMEL  
PRESIDENT

**Through the better part of the past decade, CEA has been on a transformational journey, moving from its previous role as a provider of professional development and membership services, to one of catalyst, facilitator and leader in shaping public discourse and social policy about education in this country.**



PENNY MILTON  
CHIEF EXECUTIVE OFFICER

Linking, listening, learning and leading... these words describe the ways that CEA engages with those who share responsibility for educating the children and youth in Canada's schools. They provide us with touchstones, ever-present reminders that the value of our work is achieved through a web of relationships with individuals and organizations that believe in the fundamental importance of education to all – to individuals, families, communities and society.

These words took on expanded meanings in the last year as the underpinnings of a new strategic plan designed to bring focus and coherence to the many different activities and functions for which CEA is known. Our vision is a Canadian society where all people use, build and create knowledge effectively for their own purposes and those of their families, communities and country. This vision calls us to re-examine what we believe knowledge to be and how it is developed by both individuals and communities. It challenges us to think again about the ideas that underpin the way "we do school." Linking, listening, learning and leading with new ideas and interactive methods of connecting people and ideas.

Our focus on adolescence continued with the production and distribution of the *Imagine a school...* DVD. It has proved highly effective in provoking many conversations in faculties of education, schools and communities in Canada and the United States about the education of young people. We are indebted to Kathleen Gould Lundy, the Artistic Director who has generously responded to a multitude of requests for presentations and professional workshops that featured this work. In 2007, students from four high schools of the Riverside School Board in Quebec took up the challenge of *Imagine a school...* in designing a school, its facilities, programs and relationships. This work will be presented as a DVD in 2008 featuring the classroom practice that gave rise to the outstanding design work of the students.

I am pleased to present CEA's Annual Report for the year 2006-2007 to our Members, Directors, colleagues and friends and on behalf of the Secretariat to offer our appreciation for the leadership, collaboration and interest that makes the work both interesting and worthwhile.

**Penny Milton**

A welcome new investment in CEA's research capacity has made possible the developments described in the pages of this annual report – our work portfolio is built on five modules – Research, Publications, Events, Programs, and the Web. Six strategies drive the work: encourage the emergence of new perspectives built upon diverse values; frame questions to animate transformative discourse; nurture a critical mass of leaders concerned with education who share a vision for change; develop an understanding of educational innovation; spark public imagination about new educational innovations and possibilities; and create an expert, flexible organization.



In 2006-2007, CEA began the process of developing an ambitious research-based agenda that builds on its work in adolescent learning and identifies new areas for future initiatives. Christa Freiler was hired as the director of research and a 22-member Research Advisory Committee, chaired by Dr. Yvonne Hébert, was established to help frame and advance CEA's research priorities, which include:

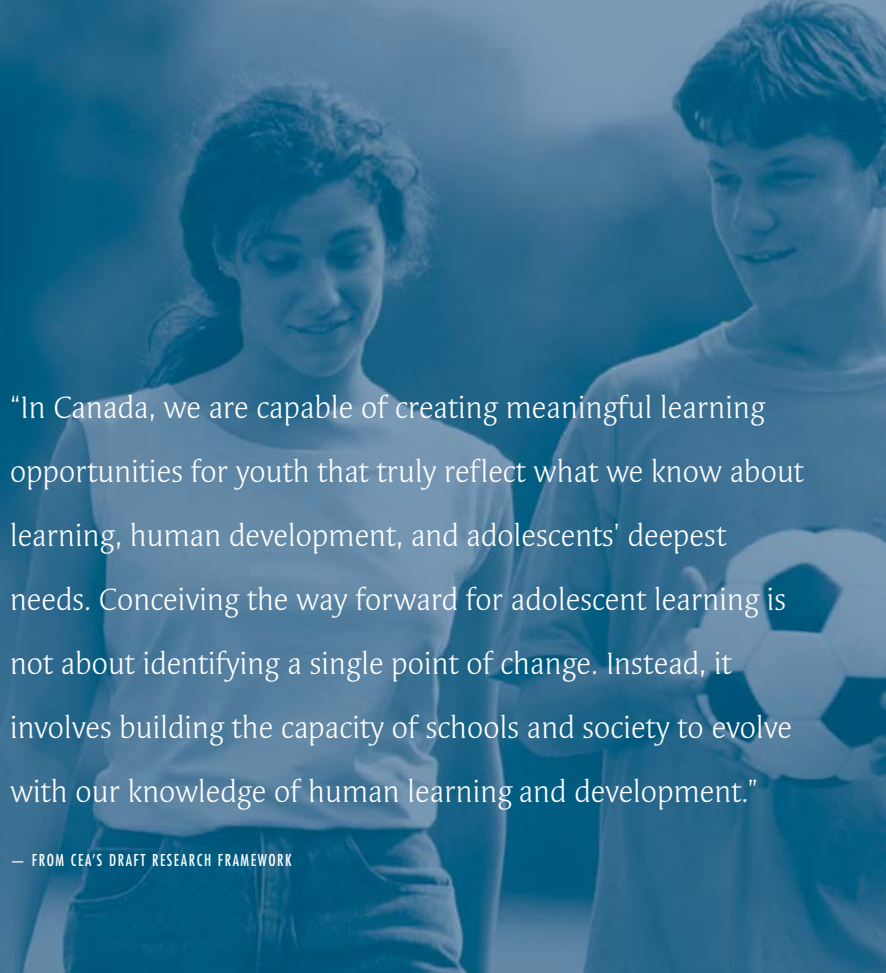
- New perspectives on adolescent learning and human development;
- Understanding the conditions for innovation and systems change;
- Creating successful pathways for youth;
- The social roles of education: new understandings and models.

The following initiatives were launched in 2006-2007 in support of the new research and development agenda:

- **What did you do in school today?** (WDYDIST) is a collaborative research and development initiative of CEA and the Canadian Council on Learning, in partnership with The Learning Bar, Galileo Educational Network, and ten Canadian school districts. WDYDIST is a three-year project consisting of the development of a framework on classroom effectiveness and an online survey of young people in grades 6 to 12, with a focus on academic and intellectual engagement. Participating schools and school districts will use the results of this research to understand their students' classroom experiences and take steps to enhance learning for young people.
- A series of topical papers on the theme of **Innovation in Education** to generate a greater understanding of what is meant by 'innovation' and how it can lead to much-needed transformations in classrooms, schools and school systems.
- Plans are underway for the development of a working paper series on *Rethinking Adolescence*, *Rethinking Learning*, and a popular summary to be called *Insights*. The series will include a paper which will provide a conceptual foundation for CEA's work on adolescence, and others focusing on the policy and practice implications (e.g.: implications for schools and for communities). Designed as both a research and knowledge mobilization project, the *Rethinking Adolescence*, *Rethinking Learning* series will consolidate and review existing knowledge, as well as offer new understandings and insights.

CEA is also involved in several other research initiatives that will make a major contribution to educational policy and practice in Canada. These are:

- **Leading a school turnaround** is a two-year study of Ontario schools identified as in need of 'turnaround' involving a significant improvement in school achievement. The study, led by principal investigator, Dr. Ken Leithwood, examines the impact of leadership on school improvement.
- **The impact of class size reduction policies in Ontario** is a two-year study examining the impact of a new Ontario policy on reducing class size in elementary schools. The project, led by Dr. Nina Bascia, will lead to a better understanding of the conditions under which structural change in education gives rise to improvements in achievement.
- **Canadian Survey of Public Attitudes Towards Education**, a research report on Canadians' attitudes toward public education, which CEA commissioned and will make widely available to a number of different audiences.
- **Project Ontario-Québec** is a French-language project that was initiated by the Premiers of Ontario and Quebec in order to compare two types of technological approaches to teaching science. CEA is sponsoring the Ontario portion of this initiative and the principal investigators are Dr. Thérèse Laferrière of l'Université Laval and Dr. Marion Barfurth of the University of Ottawa.



"In Canada, we are capable of creating meaningful learning opportunities for youth that truly reflect what we know about learning, human development, and adolescents' deepest needs. Conceiving the way forward for adolescent learning is not about identifying a single point of change. Instead, it involves building the capacity of schools and society to evolve with our knowledge of human learning and development."

— FROM CEA'S DRAFT RESEARCH FRAMEWORK



DR. WOLFF-MICHAEL ROTH

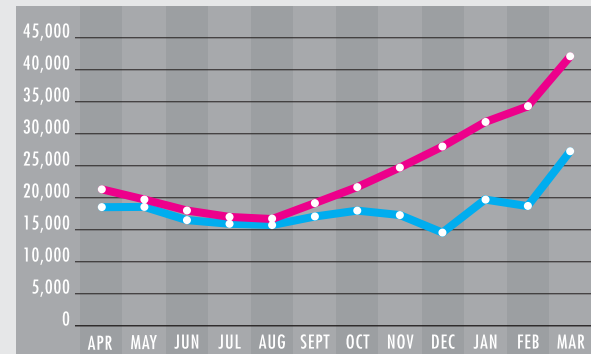
The purpose of the Whitworth Award for Education Research is to honour an individual or research collaboration (research team or organization) that has made a noteworthy contribution to education research in Canada. The award supports leadership in the identification of emerging issues and promotes innovative and collaborative research approaches.

Dr. Wolff-Michael Roth, Lansdowne Professor of Applied Cognitive Science at the University of Victoria, was the 2006 CEA-Whitworth award recipient in recognition for his groundbreaking work in building frameworks to understand knowing and learning. From 1980–1992, he taught science, mathematics, and computer science at the middle and high school levels. From 1992 on, already working at the university, he taught science in British Columbia elementary schools at the fourth- through seventh-grade levels, always associated with research on knowing and learning. More recently, his research focuses on cultural-historical, linguistic, and embodied aspects of scientific and mathematical cognition and communication from elementary school to professional practice. After receiving his award, Dr. Roth delivered a presentation called: “*Doing is Thinking, Thinking is Learning: Environmentalism as the Context for Science Learning*” at CEA’s Annual General Meeting in Toronto on November 2<sup>nd</sup>, 2006.

Dr. Roth publishes widely and in different disciplines, including linguistics, social studies of science, and different subfields in education (curriculum, mathematics education, science education). His recent books include *Toward an Anthropology of Science: Semiotic and Activity Theoretic-Perspectives* (2003), *Rethinking Scientific Literacy* (2004, with A. C. Barton), *Talking Science: Language and Learning in Science Classrooms* (2005), *Participation, Learning, and Identity: Dialectical Perspectives* (2005, with S. Hwang, Y. J. Lee, and M.I.M. Goulart). He most recently completed *Learning Science: A Singular Plural Perspective* (2006) and *Teaching to Learn* (2006, with K. Tobin).

The amount of online traffic to CEA’s Web site continues to expand, with over 1,400 visits per day recorded during the 2006–2007 fiscal year. An increasing number of web visitors originated from varied international sources. While CEA has always attracted an English-speaking international audience, the majority of its global online traffic now comes from China. These increases in visitors were driven in part by the posting of new multimedia content. In addition to offering a free online version of our popular Handbook of Key Contacts in Education, another first for CEA was the provision of podcasts of presenters from last May’s *Getting it Right for Adolescent Learners: Design for Learning* Symposium, which were downloaded more than 600 times. CEA will continue to expand its audio and video content as a tool to increase dialogue on educational issues.

## TOTAL VISITS PER MONTH 2005-2007



2006-2007 TOTAL 294,267

2005-2006 TOTAL 217,6087

THE NUMBER OF VISITORS TO CEA’S WEB SITE GREW STEADILY LAST YEAR WITH NEARLY 300,000 VISITORS FOR THE 2006-2007 PERIOD, WHICH REPRESENTS AN INCREASE OF 26% OVER THE PREVIOUS YEAR.

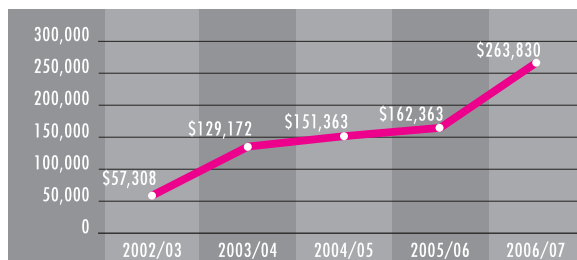
## PUBLICATIONS

### EDUCATION CANADA

CEA's flagship publication, *Education Canada* continues to grow in influence as a forum for ideas and perspectives on current educational issues. In 2006-2007, new subscription renewal processes and circulation campaigns led to significantly increased distribution of the magazine to schools across Canada. CEA's goal is to make the magazine available to every school that wants it. In 2006-2007, advertising revenue grew by 25 per cent, making *Education Canada* a viable small market magazine.

*Education Canada's* readers enjoyed thought-provoking and insightful perspectives that attracted considerable reader feedback. Selected articles from each issue are now posted on CEA's Web site in anticipation of an online edition next year.

### EDUCATION CANADA ADVERTISING REVENUES

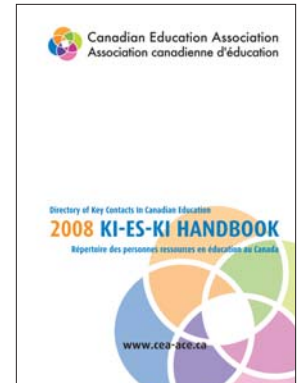


REVENUES

EDUCATION CANADA HAS INCREASED ITS ADVERTISING REVENUE SIGNIFICANTLY OVER THE LAST FIVE YEARS.

### IMAGINE A SCHOOL... DVD AND USER'S GUIDE

The powerful impact of the one time only live dramatic performance of *Imagine a school...* is being replicated in many places with many different audiences. Over 1,500 DVDs have been distributed and numerous presentations have been made in Canada and the United States. CEA is indebted to Kathleen Gould Lundy, Artistic Director and coordinator of Destination Arts at York University for her indefatigable spirit and determination in sharing the message of 27 high school students from inner city Vancouver, Toronto, and Halifax who created this compelling drama in just six days of work together. Community groups, faculties of education, professional conferences, professional actors, drama educators, trustees, high school students, principals and teachers have used the DVD to animate conversations about effective education of young people. Produced by CEA, this DVD includes the full student drama *Imagine a school...*, a documentary of the creative process of the actors and teachers, *Making the Play* and highlights of the symposium at which the play was performed. A guide to using the DVD is also included to support the use of the videos in a variety of settings. The symposium resulted in *A Call to Action for Adolescent Learners*, which is available at: <http://www.cea-ace.ca/calltoaction>



### CEA HANDBOOK

For over 35 years, *CEA Handbook – Directory of Key Contacts in Canadian Education* has provided quick access to decision makers at all levels of the education community. In 2007, the regular print version of *CEA Handbook* was accompanied by a searchable online version with free public access. A premium version gives purchasers the capacity to search, read, create and print lists.

### CEA BULLETIN

CEA's free electronic newsletter, *Bulletin*, has been published monthly since May 2004, and was awarded the Communication Award of Excellence for Best Newsletter by the Canadian Society of Association Executives in 2005. A compendium of notable education-related announcements, new research, and upcoming events, *Bulletin* is distributed to all CEA members and to interested educators and members of the general public. Its readership is comprised of teachers, students, and researchers, as well as education leaders and decision makers from all levels. *Bulletin* strives to achieve regional balance in its fully bilingual content, which is focused on Canada but also draws from international sources. CEA welcomes submissions for inclusion.



"I have been following, with interest, the developments with the students and in fact, hope to try much the same idea here in our school division. So I shall use your work as a launch to promote renewal – especially with our high schools."

— SUPERINTENDENT OF CURRICULUM, SASKATCHEWAN



## EVENTS

### GETTING IT RIGHT FOR ADOLESCENT LEARNERS: DESIGN FOR LEARNING

Last May, CEA hosted a symposium in Montreal entitled: *Getting it Right for Adolescent Learners: Design for Learning*. This event built on the insights of students who created *Imagine a school...* a dramatic anthology of stories of life and learning. Participants included students, as well as educators, building on CEA's strong belief that young people need to be part of any conversation that involves exploring how schools can better meet the needs of all learners.

In this regard, the symposium featured *Design for Learning: A Classroom Laboratory*, where students were challenged to design learning models of the physical environments, learning programs and relationships to support learning. Under the leadership of Drs. Sharon Friesen and Patricia Clifford of the Galileo Educational Network, the students moved from their direct experience into a deep inquiry into new designs for school. Simultaneously, education leaders from across Canada combined their personal and professional knowledge with the ideas presented by an impressive array of keynote speakers to describe their desired future for adolescent learners.

Together, educators and students created a remarkable synergy by the end of the symposium as they each presented their respective visions of what learning would look like if schools got it right for adolescent learners. They developed a shared understanding of the foundation of what is needed to make this happen. The student's designs for learning were inspiring, and formed a significant part of the recommendations.

### CEA CEOS' FORUM

CEA's 47<sup>th</sup> annual Education CEOs' Forum was held in Quebec's Eastern Townships region following the Montreal *Getting it right for Adolescent Learners: Design for Learning* Symposium.

This meeting was co-hosted by Kevin Lukian, Director General of the Riverside School Board (Montreal South Shore) and Chris Kelly, Superintendent of the Vancouver School Board, and Past President of CEA. Reflections on the question: *If we are determined to get it right for young people in our schools, what should we do and how do we do it?* gave rise to a commitment to work together through an ongoing network on questions and ideas that underpin the experience of young people in school.



STUDENTS FROM MONTREAL SOUTH SHORE'S RIVERSIDE SCHOOL BOARD CREATED THEIR OWN DESIGNS FOR LEARNING.

**"I'd never been challenged to think this way before. The sky was the limit. We could decide whatever we wanted, and have ideas on anything. This was important to us because normally, we're not forced to think this way, and encouraged to express ourselves how we want to, to have our opinions heard, and to debate each other about our opinions."** — PARTICIPATING STUDENT

**"The students really surprised us. We knew that the environment was an issue that concerned them, but what we also learned was that this was a daily preoccupation for them, not only at the international level, but also in the context of their immediate school environment."** — PARTICIPATING TEACHER



## PROGRAMS



### WRITERS IN ELECTRONIC RESIDENCE (WIER)

Writers in Electronic Residence (WIER) is an online pan-Canadian writing program involving students, writers, and teachers in classrooms. In 2006-2007, Canadian authors Susan Musgrave, Robert Priest, K.V. Johansen, Margaret Christakos, and Susan Glickman returned to the program in multiple residences, while novelist Trevor Cole joined WIER for the first time in the spring. WIER's U.S.-based programs did not operate, but discussions with New York and Wyoming are ongoing, and a few classes based in U.S. schools were admitted to the Canadian programs, and have registered for 2007-2008.

#### KEY WIER INITIATIVES IN 2006-2007:

- WIER is now in the final stages of forming a not-for-profit foundation, and is working with the Canada Revenue Agency to complete the application for charitable status.
- As reported in 2005-2006, aspects of WIER's program model were successfully restructured to ensure easier implementation. In 2006-2007, some adjustments were made, particularly to the administrative role of Program Moderator, based on this experience.
- WIER initiated discussions with several organizations (e.g.: College Board of Canada, Galileo Educational Network, as well as York Region and Toronto District School Boards) to explore bringing its programs and services to these organizations. WIER plans to continue in this direction in 2007-2008.
- The Bank of Montreal provided a one-time award of \$25,000 to WIER for use in 2007-2008.
- Sponsors also included the OAC, which recently awarded WIER \$28,000 for the 2007-2008 season. This is the same level of funding provided by the OAC in each of the last three years. Although there is no direct requirement to dedicate any of this funding to northern schools, as reported in previous years, WIER remains interested in developing its reach into this area. CEA directors and advisors who share interests/contacts in this area are encouraged to e-mail Trevor Owen ([wier@wier.ca](mailto:wier@wier.ca)). There is a link to the WIER Web site from the CEA home page. Please visit there for writing samples, writer biographies, and program information.

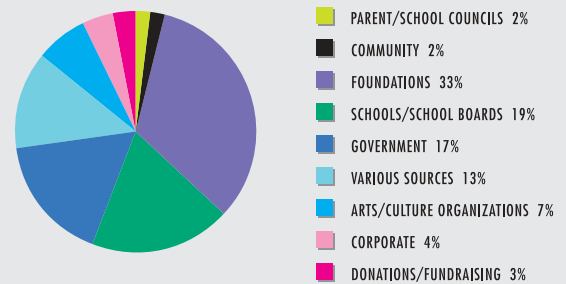


### ARTSSMARTS – A YEAR IN REVIEW

ArtsSmarts is the largest educational initiative dedicated to improving the lives and learning capacity of young Canadians by injecting the arts into their academic programs. Since it was founded in 1998 by The J.W. McConnell Family Foundation, ArtsSmarts has provided seed monies to a wide range of locally initiated arts-integration programs in collaboration with over 350 arts, education and community partners and supporters.

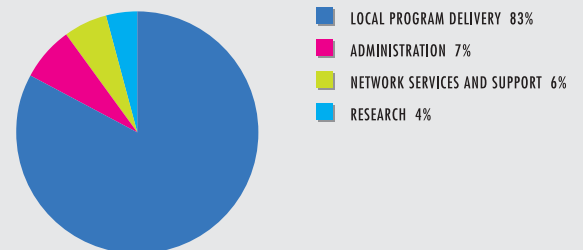
This past year alone, over 42,000 young people and 1,700 teachers were engaged in collaborations with musicians, dancers, poets, hip hop artists, writers, and artists. Whether it was integrating scientific inquiry with language and performing arts to investigate ecology in their community; using clay animation techniques along with live action and puppets to bring to life the concept of globalization; or exploring the life cycle of a butterfly by creating wearable props for a presentation for the school and community – projects reflected locally-shaped themes that met provincial curriculum requirements, and ensured positive learning outcomes for many students, particularly those students who learn best by doing rather than by more passive methods.

#### REVENUES 2006-2007



#### RESOURCE ALLOCATION 2006-2007

IN 2006-2007, ARTSSMARTS' REVENUES TOTALLED MORE THAN \$3.1 MILLION; THE OVERWHELMING MAJORITY OF RESOURCES (83%) WERE ALLOCATED TO SUPPORT LOCAL PROGRAM DELIVERY.



The success of ArtsSmarts programming across the country has inspired ArtsSmarts Partners to establish the program as a not-for-profit network. With the direction and assistance of a partner-led advisory committee, CEA and The J.W. McConnell Family Foundation, ArtsSmarts will seek to strengthen its capacity for information sharing, bring in new resources and partners, raise the profile of arts in education, and retain and strengthen its innovative capacity in the upcoming year.

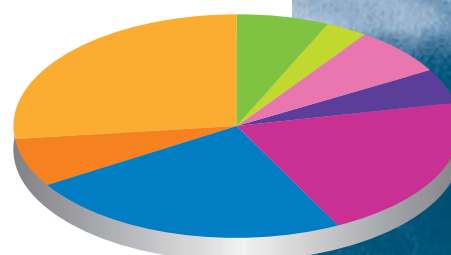


## FINANCIAL DISCLOSURE

REVENUES	2007	2006
Sustaining provincial government grants	434,294	414,791
Writers In Electronic Residence (WIER)	54,381	91,374
ArtsSmarts Program	309,912	0
Research Investment Fund	3,300,000	0
Event registration fees	94,917	44,100
Publication, advertising and other sales	356,366	292,341
Information Service Boards	122,071	129,740
Project and program contributions	48,215	43,673
Federal government membership	25,000	25,000
General membership fees	48,199	33,967
Administration fees	19,581	1,567
Investment income	102,327	11,677
	<b>\$ 4,915,263</b>	<b>\$ 1,088,230</b>

### OPERATING REVENUES\*

- Administration fees and interest 7%
  - General membership 3%
  - Information Service Boards 7%
  - Convention, courses and seminars 5%
  - Publication sales 21%
  - Projects and programs + WIER + ArtsSmarts 23%
  - Research 7%
  - Government membership grants 27%
  - Total 100%
- \* Excluding research investment fund



EXPENSES	2007	2006
Salaries and benefits	423,568	429,699
Writers In Electronic Residence (WIER)	65,427	86,333
ArtsSmarts Program	312,129	0
Publications and periodicals	258,733	248,046
Administrative	131,944	109,741
Events	95,841	58,371
Project and program costs	40,572	76,427
Research costs	114,720	0
Office rent and utilities	69,372	65,059
Organizational governance meetings	48,888	30,542
Amortization	34,959	38,285
	<b>\$ 1,596,153</b>	<b>\$ 1,142,503</b>
Excess of revenues over expenses for the year	<b>\$ 3,319,110</b>	<b>\$ - 54,273</b>

### OPERATING EXPENSES

- Amortization 2%
- Governance 3%
- Rent and utilities 4%
- Administration 8%
- Publications 16%
- Event registration fees 6%
- Research costs 7%
- Program and project costs + WIER + ArtsSmarts 27%
- Remunerated personel costs 27%
- Total 100%



## PERSONNEL

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**Annalee Adair**, Executive Director, ArtsSmarts  
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**Christa Freiler**, Director of Research  
**Gilles Latour**, Chief Operating Officer  
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CEA thanks its many contributors for their generous support of our activities.

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(For a full partners and supporters list, please consult the ArtsSmarts Web site at [www.artssmarts.ca](http://www.artssmarts.ca))

The J.W. McConnell Family Foundation  
Indian and Northern Affairs Canada  
Ontario Ministry of Education

#### Canadian Education Association

Alberta Education  
British Columbia Ministry of Education  
Human Resources and Social Development Canada (Learning & Literacy)

Manitoba Department of Education, Citizenship & Youth  
Ministère de l'Éducation, du Loisir et du Sport – Québec  
New Brunswick Department of Education  
Newfoundland and Labrador Department of Education  
Northwest Territories Department of Education, Culture & Employment

Nova Scotia Department of Education  
Nunavut Department of Education  
Ontario Ministry of Education  
Prince Edward Island Department of Education  
Saskatchewan Learning  
Shibley Righton LLP  
Yukon Department of Education

#### Getting it Right for Adolescent Learners:

##### Design for Learning

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Canada Millennium Scholarship Foundation  
Canadian Research Institute for Social Policy  
Daniel Moss  
Duocom

Elementary Teachers' Federation of Ontario

J. Lynn Campbell  
New Zealand Council for Educational Research  
Ontario English Catholic Teachers Association  
Riverside School Board  
Annette Sveistrup-Langway  
Jennifer Goodall  
Ken Scott

Tell Them From Me – The Learning Bar  
The Galileo Educational Network  
The Company for Education Communications Inc.  
Université du Québec à Montréal – Faculté des sciences  
York University

#### Writers In Electronic Residence (WIER)

Ontario Arts Council  
Ontario Institute for Studies in Education,  
University of Toronto

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#### FEDERAL

**Donna Kirby**, Director, Learning Strategies and Support Division, Human Resources and Social Development Canada

#### BRITISH COLUMBIA

**Dr. Emery Dossdall**, Deputy Minister, Ministry of Education

**Dr. Harry Janzen**, Dean of Education, Malaspina University-College

**Chris Kelly\*** Superintendent, Vancouver School Board

**Monica Pamer**, (alternate for Emery Dossdall)  
Lead Director, Achievement & Assessment, Ministry of Education

**Ken Spencer\***

#### YUKON

**Gordon McDevitt**, Deputy Minister, Department of Education

#### NUNAVUT

**Kathy Okpik**, Deputy Minister, Department of Education

#### NORTHWEST TERRITORIES

**Gloria Iatridis**, Assistant Deputy Minister, Advanced Education & Careers Department of Education, Culture & Employment

#### ALBERTA

**Dr. Pat Clifford**, Co-founder, Galileo Educational Network

**Dr. Yvonne Hébert**, Professor, Faculty of Education, University of Calgary

**Dr. Dianna Millard\***, Acting Executive Director, Field Services, Alberta Education

#### SASKATCHEWAN

**Gillian McCreary**, Assistant Deputy Minister, Saskatchewan Learning

**Gordon Martell\***, Superintendent of Learning Services, Saskatoon Catholic Schools

#### MANITOBA

**Carolyn Duhamel\***, Executive Director, Manitoba Association of School Trustees

**Anne Longston**, Assistant Deputy Minister, Manitoba Education, Citizenship and Youth

#### ONTARIO

**Cindy Blackstock**, Executive Director, First Nations Child and Family Caring Society of Canada

**Winston Carter**, President, Canadian Teachers' Federation

**Gerry Connelly**, Director of Education, Toronto District School Board

**Marie Eveline**, Executive Director, Canadian Printing Industries Sector Council

**Dominic Giroux\***, Assistant Deputy Minister, French Language Education, Ministry of Education

**Marilyn Roycroft**

**Penny Milton\***, Chief Executive Officer, Canadian Education Association

**Lynne Zucker\***, Director, Education & Research, Sun Microsystems Canada

#### QUEBEC

**Lynne Deschamps**, directrice, Partenaires de la réussite éducative des jeunes dans les Laurentides

**Kevin Lukian\***, Director General, Riverside School Board

**Claire Lapointe\***, directrice, Centre de recherche et d'intervention sur la réussite scolaire

**Suzanne Marcotte\***, directrice – organization scolaire, Commission scolaire Marguerite-Bourgeoys

**Laila Valin**, directrice de l'évaluation à la Direction générale de la formation des jeunes, Ministère de l'Éducation, du Loisir et du Sport

#### NEW BRUNSWICK

**Roger Doucet**, sous-ministre, ministère de l'Éducation

**John Kershaw**, Deputy Minister, Department of Education

**Terry McInerney**, (alternate for John Kershaw), Assistant Deputy Minister, Department of Education

#### NOVA SCOTIA

**Brad Barton**, Consultant

**Dennis Cochrane**, Deputy Minister, Department of Education

**Carole Olsen\***, Superintendent, Halifax Regional School Board

#### PRINCE EDWARD ISLAND

**Georgina Allen**, President, Canadian Home & School Federation

**Frank Hennessey**, Director, English Program, Department of Education

#### NEWFOUNDLAND AND LABRADOR

**Marian Fushell**, Assistant Deputy Minister, Primary, Elementary, Secondary Education, Department of Education

**Thelma Whalen\***, Consultant

\*Management Board