

DR. STIRLING MCDOWELL
Foundation
FOR
RESEARCH INTO TEACHING

2002-2003

ANNUAL REPORT

Dr. Stirling McDowell Foundation for Research into Teaching Inc.
2317 Arlington Avenue
Saskatoon, Saskatchewan, S7J 2H8

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FOREWORD

The McDowell Foundation is rapidly becoming known for its support and sponsorship of research activities into the practice of teaching. This recognition is not only strong in Saskatchewan, but has crossed provincial borders into other parts of Canada. The quality of the research has caught the attention of practitioners and academics alike. The results of action research touch the classroom directly and, when applied, can only enhance the professional practice of all teachers.

It is a credit to the founders, builders, contributors, researchers, and other friends of the Foundation that these accomplishments can be reported. While the goal of the Foundation is to be totally self-supporting, we are not there yet. There continues to be a base of donations to the endowment fund supporting McDowell research, but it is not large enough to move the Foundation as quickly as we would like toward the goal of self-sufficiency. In addition, the capital markets have not been kind



Lyle Vinish

to investors in the past few years, so the growth of the Fund, and, indeed, its capacity to fund projects at the current rate, have been dampened.

I would encourage those who read this to seek innovative ways in which we can increase the rate of donations to the Fund so that the momentum that has been created can be sustained and even multiplied.

As I assume the position of President of the Foundation and Chair of the Board of Directors, I congratulate all of those who have taken an active part in the work of the Foundation, not only in this past year, but since its inception.

A handwritten signature in cursive script that reads "Lyle A. Vinish".

Lyle Vinish

President and Chair of the Board of Directors

OVERVIEW OF THE ORGANIZATION

The McDowell Foundation is an independent charitable organization that was established by the Saskatchewan Teachers' Federation in 1991. Its general purpose is to support research, inquiry and the dissemination of information that focuses on teaching and learning within the publicly funded K-12 education system. In all its projects and activities, the Foundation is guided by the voice of practising teachers and works in consultation with organizational partners in business and education. The objectives of the Foundation are:

1. To contribute to knowledge about teaching and learning,
2. To encourage educational inquiry through a wide range of methodologies,
3. To support the involvement of practising teachers in action research projects,
4. To encourage organizations as well as individuals to determine areas of research and inquiry, and
5. To encourage experimentation with innovative ideas and methodologies related to teaching and learning.

The McDowell Foundation calls for research proposals on an annual basis and selects research projects for funding according to established budgets, policies and criteria. The results of completed research projects are published by the Foundation and may be accessed in full through the Foundation's web site at www.mcdowellfoundation.ca.

McDowell research is funded through donations from individuals and corporations. The Foundation's immediate fund-raising goal is to establish an endowment fund of \$3 million to provide on-going support for substantive educational research. Approximately half the distance to this financial goal has now been covered. Major corporate contributors to the fund have included the Government of Saskatchewan, Greystone Managed Investments, McDougall Gauley, and the Teachers Credit Union.

The offices of the McDowell Foundation are located in the Saskatchewan Teachers' Federation Building in Saskatoon. Staff and administrative services for the Foundation are provided by the STF. The Foundation gratefully acknowledges the continuing support of the Saskatchewan teaching profession.

The McDowell Foundation is governed by a Board of Directors appointed by the Provincial Executive of the Saskatchewan Teachers' Federation. The Board of Directors oversees the finances, policies and operations of the Foundation, and is assisted in its role by an Advisory Committee of representatives from the educational and business communities. The selection and evaluation of projects funded by the Foundation is carried out by a Project Review Committee appointed by the Board of Directors. Supporting the work of these three governing bodies are a part-time consultant, coordinator, Federation coordinator, and administrative assistant.

1. Board of Directors for 2002-2003

- Dr. Derwyn Crozier-Smith, STF General Secretary, President of the McDowell

Foundation, and Chairperson of the Board of Directors (retired on March 31 and was succeeded by Lyle Vinish)

- Donna Coleman, STF Executive
- Gwen Dueck, STF Executive Assistant (became STF Assistant General Secretary in April)
- Teacher Representatives:
 - Steven Allen
 - Kim Archibald
 - Margaret Epp
 - Ingrid Gabert
 - Michael Swityk
- Doreen Lloyd, Superannuated Teachers of Saskatchewan
- Foundational Donors:
 - Rex Beaton, McDougall Gauley
 - Fred Herron, Greystone Managed Investments
 - Boyd Taylor, Teachers Credit Union

2. Advisory Committee for 2002-2003

- Tim Yee, STF Executive Assistant and Committee Chairperson
- Heather Vermeersch, STF Executive
- Teacher Representatives:
 - Noreen Jeffreys
 - Len Lorenz
 - Warren Noonan
 - Patricia Scott
 - Wendy Siemens
- Organizational Representatives:
 - Alice Risling, Saskatchewan School Trustees Association
 - Marilyn Braun, Canadian Federation of Independent Business
 - Bob Kowalchuk, League of Educational Administrators, Directors and Superintendents
 - Dr. Ralph Fram, College of Education, University of Saskatchewan
 - Dr. Bernard Laplante, Faculty of Education, University of Regina
 - Dr. Margaret Lipp, Department of Education
 - Larry Lozinski, Superannuated Teachers of Saskatchewan
 - Delores Neil, Saskatchewan Association of School Councils

3. Project Review Committee for 2002-2003

- Shirley Humphries, STF Executive Assistant
- Ingrid Gabert, Board of Directors
- Jane Macleod, Director, Saskatchewan Professional Development Unit
- Teacher Representatives:
 - Ted Green (Chairperson)
 - Donna Balas
 - Darrell Paproski
 - Sonia Susut
 - Gail Wall
- University Representatives:
 - Dr. Vivian Hajnal, College of Education, University of Saskatchewan
 - Dr. Wanda Hurren, Faculty of Education, University of Regina
- Researcher Outside Education
 - Dr. Terry Wotherspoon, Department of Sociology, University of Saskatchewan

4. McDowell Foundation Office

- Sherry Driedger, Administrative Assistant
- Verna Gallén, Coordinator of Research and Governance
- Marilyn Odegard, STF Administration-Communications Coordinator, Outreach and Fund-raising
- Earle Robertson, Consultant, Local Associations, Outreach and Fund-raising

McDOWELL FOUNDATION RESEARCH: ENHANCING TEACHER LEADERSHIP

At the conclusion of one McDowell project in 2002-03, a teacher researcher observed:

Anyone can do something immense;
but it takes time, patience, feedback,
support and the dollars.

This straightforward observation underlines the role that the McDowell Foundation often plays in enabling teachers to emerge as educational researchers and leaders in education. The Foundation not only provides teachers with research grants, it also provides them with a wide range of opportunities that extend their knowledge, confidence, and support networks. For example, the Foundation's publishing program encourages teachers to showcase their own research and share their beliefs about education with colleagues. Annual orientation workshops and the Learning from Practice conference offer sessions in which teachers can learn about action research or enter into dialogue with others about educational issues. Service on McDowell committees engages teachers in discussions about the problems and opportunities facing teacher researchers and enables them to grasp the larger context in which teacher research is currently conducted. Having taken a broad approach to supporting the recruitment, dissemination, and implementation of teacher research, the McDowell Foundation is providing many teachers with an important avenue to develop and assert themselves as educational leaders. At the end of their research projects, many McDowell researchers acknowledge the impact of their McDowell experience and the professionally formative role that research has come to play in their professional lives. As one teacher put it:

I learned that the process of researching is as much of a goal as the outcome of the research.

1. RESEARCH GRANTS

At its project selection meeting on May 2-3, the Foundation's Project Review Committee again had a research budget of \$85,000 to distribute among a record number of applications requesting a total of \$253,946 in research funding. In response to a recommendation from the McDowell Foundation Advisory Committee, the committee experimented with the allocation of more research grants on a smaller scale than previous years. As shown in Table 1, 21 awards were made although the total amount of research money awarded decreased slightly.

Out of 33 applications received before the deadline, the Project Review Committee selected 19 new projects for funding:

- 1) *Voices of First Nation Drop Outs*. Joseph Belhumeur, Rick Closs, Mario Kaun, Corey Lillis, Christopher Lake. Amount: \$7,750.
- 2) *Supporting All Students to Be Successful (PBIS): One Rural K-12 School's Story*. Lori Jeschke, Janet Jackson, Ron Sigstad, Gerry Tkachuk, Hepburn. Amount: \$1,500.
- 3) *The Efficacy of Using Vision Therapy in the Kindergarten Setting*. Louise McCulloch, Judy Richards, Barbara Patterson, Langham. Amount: \$5,300.
- 4) *Readiness as It Pertains to Scholarship Success: A Survey*. Darlene Kidd, Macklin. Amount: \$2,500.

TABLE 1: RESEARCH APPLICATIONS, GRANTS AND EXPENDITURES*

	2003-04	2002-03	2001-02	2000-01	1999-00	1994-95	TOTAL 1994-2002
Amount Available	\$ 85,000	\$ 85,000	\$100,000	\$ 75,000	\$ 75,000	\$ 60,000	\$ 655,000
No. of Applications	34	20	30	29	19	26	212
Amount Requested	\$253,946	\$290,329	\$273,226	\$417,796	\$177,448	\$ 252,425	\$1,781,924
No. of Awards	21	12	19	14	13	13	128
Total Awarded	\$ 79,317	\$ 82,294	\$ 89,444	\$ 76,726	\$ 63,518	\$ 52,220	\$ 522,507
Total Expenditure	?	\$ 77,728	\$ 78,884	\$ 73,303	\$ 61,200	\$ 39,411	\$ 453,804

* Applications include late applications, applications for major extensions and development grants. Expenditures include conference presentation grants over and above the original award as well as additional research support and dissemination costs.

- 5) *Do Gender Specific Classrooms Increase the Success of Students?* Dave De Paper, Harry Horejda, Sarah Kukurudza, Stacey Moser, Renée Kammer, Moose Jaw. Amount: \$3,000.
- 6) *Summer Literacy Program.* Lois Scandrett, Laurie Hellings, Krista Seip, Joyleen Orescanin, Moose Jaw. Amount: \$2,800.
- 7) *Occupational Therapy in the Classroom: Helping Students Self-Regulate.* Jackie Hagel, Tsinda Coombs, Gloria Dueck, Kassia Miller, Bev Walker, Prince Albert. Amount: \$5,000.
- 8) *Addressing Barriers That Impede the Success of Aboriginal Students.* Greg Enion, Cory Britton, Nancy Buisson, Sue Burns, Brian Strachan, Juanita Tuharsky, Regina. Amount: \$9,600.
- 9) *Adventures in Learning and Leadership (ALL): Using the Community as a Classroom.* Mark Gottselig, Shawn McCall, Janet Chabot, Regina. Amount: \$3,000.
- 10) *Que(e)rying Inclusive Practice: Exploring and Challenging Homophobia in Curricula and Schools.* Scott Thompson, James McNinch, Marilyn Totten, Regina. Amount: \$3,600.
- 11) *Enhancing Learning in Grade 9 Mathematics.* Heather Corbin, Leah Tressel, Regina. Amount: \$4,480.
- 12) *Teaching Aboriginal Literature Through the Lenses of Contemporary Critical Theories.* Geraldine Balzer, Saskatoon. Amount: \$2,300.
- 13) *Working and Playing Together: Exploring the Effect of School and Community Collaboration on Physical Activity Options for Children.* Dave Derksen, Saskatoon. Amount: \$3,600.
- 14) *Building Attachment: Refugee Students' Reflections on English as a Second Language Integration.* Koreen Geres, Saskatoon. Amount: \$2,160.
- 15) *Re/viewing Character Education.* Jody Hobday-Kusch, Gillian Strange, Megan Hernberg, Saskatoon. Amount: \$3,150.
- 16) *Building Moral Intelligence One Piece at a Time.* Jayne Hudson and Queen Elizabeth School Staff, Saskatoon. Amount: \$2,800.
- 17) *Nourishing Growth: The Search for Effective Technology Professional Development.* Wendy James, Karen Schmidt Henderson, René Cannon, Saskatoon. Amount: \$2,686.
- 18) *Inquiry Learning: In the Senior Science Classroom.* Duane Johnson, Clavet. Amount: \$3,300.
- 19) *Valuable People/Valuable Knowledge.* Keith Harkness, Dave Howie, Dale Eurich, Patrick Vigernon, Jim Swan, Michael Weaver, Sue Amundrud, Wolseley. Amount: \$9,091.

TABLE 2: DISTRIBUTION OF McDOWELL FOUNDATION PROJECTS BY GEOGRAPHIC AREAS, 1994-2003*

	2003	2002	2001	2000	1999	1994	1994-2001
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)
Saskatoon/Regina	10 (53)	7 (58)	10 (59)	5 (42)	7 (64)	9 (69)	55 (57)
Small City	3 (16)	1 (8)	3 (18)	2 (17)	1 (9)	2 (15)	16 (17)
Northern Areas**	0 (0)	0 (0)	1 (6)	0 (0)	2 (18)	2 (15)	7 (7)
Rural Areas	6 (31)	4 (33)	3 (18)	4 (33)	1 (9)	0 (0)	18 (19)
Outside Sask.	0 (0)	0 (0)	0 (0)	1 (8)	0 (0)	0 (0)	1 (1)
TOTAL	19	12	17	12	11	13	97

* Does not include project development activities but does include project extensions.

** Does not include Prince Albert, which is included in Small Cities.

In addition, development grants were awarded to the following two projects:

1) *Educating the At-Risk: The Teacher's Role*. Norman Casavant, Melfort. Amount: \$500.

2) *Vulnerable Students: An Inclusive Education Initiative*. Ethelwyn Dzuba, Gull Lake. Amount: \$1,200.

As shown in Table 2, the proportion of McDowell projects in rural and urban areas remained steady, with approximately one-third of projects occurring outside the province's cities.

2. THE ADMINISTRATION OF RESEARCH PROJECTS

In order to assist beginning researchers and increase the number of applications from areas where researcher support is not readily available, the Foundation experimented with a Preliminary Call for Research Proposals in 2002-03. Posters were sent to every school and ads were placed in the *Saskatchewan Bulletin* to let teachers know that assistance was available throughout the fall to teachers who wished to work on an application for funding to the McDowell funding. There was little response to this initiative. However, the number of teachers

wishing help with applications after the Foundation's formal call for research proposals in January continued to increase. A workshop on making application to the McDowell Foundation was provided at the request of a small group of Aboriginal teachers from Saskatoon. In addition, sessions on how to apply to the Foundation were provided on request at the Regina Catholic Schools Institute, February 13, 2003 and the Saskatoon Public Teachers' Institute, February 18, 2003.

The Orientation for New Researchers was postponed until September 6, 2003, but the later date did not affect attendance at the event. Twenty-three teachers representing 17 new projects spent the day reviewing the administration of research projects, ethical issues, and action research methodologies. Feedback from the orientation indicates that McDowell researchers find this an important opportunity for networking, connecting with the Foundation, and getting their projects on track.

3. DISSEMINATING AND PROMOTING McDOWELL RESEARCH

As McDowell projects came to completion in 2002-03, the Foundation edited and published 15 research reports (see Table 3). Downloadable

TABLE 3: DURATION AND COST OF COMPLETED McDOWELL FOUNDATION PROJECTS*

	Completed Projects	Average Expected Duration**	Average Actual Duration	Total \$ Granted	Total \$ Spent	% Grant Spent	Average Cost Per Project
To 1999	24	12 mos.	16 mos.	\$ 91,121	\$79,129	86	\$3,297
1999-00	13	12 mos.	25 mos.	\$ 55,112	\$48,598	88	\$3,738
2000-01	15	17 mos.	19 mos.	\$100,131	\$83,164	83	\$5,544
2001-02	9	12 mos.	25 mos.	\$ 63,078	\$47,220	75	\$5,247
2002-03	15	13 mos	16 mos	\$ 87,082	\$62,690	72	\$4,179

* Development projects are not included in this table.

** Duration is calculated from the start date in the project record to the date that a final report on the project is received.

copies of all project reports were posted on the Foundation's website, and hard copies were provided to project teams and major educational libraries in Saskatchewan. Summaries of all projects completed in the past year continued to be sent to all schools each January in the form of the *Learning from Practice Bulletin*.

In addition, the Foundation responded to several invitations to share what teachers were learning from McDowell research in publications and conferences. Two themed sessions focussing on a particular area of McDowell research were offered successfully. "What Teachers Are Learning about Violence and Bullying in

Schools" attracted a large crowd of teachers at the Qu'Appelle Valley Tri-Board Convention in Regina on February 24, 2003, and another large audience attended a group presentation by three McDowell projects on "What Teachers Have Learned about Creating Safe, Caring Schools" at the Rural Education Congress, Saskatoon, April 4, 2003. The success of a thematic approach to sharing research findings will likely spark other sessions that concentrate on the pooling of project results in particular areas of McDowell research.

The 2002 Learning from Practice Conference was attended by 130 participants, of whom an



Participants at the Learning from Practice Conference, November 15-16, 2002, in Saskatoon.

increased number were teachers encouraged to attend by their local associations. The number of teachers applying for attendance bursaries nearly doubled, with the Foundation and the Saskatchewan Teachers' Federation providing financial support for the attendance of 12 teachers from around the province. As always, a highlight of the conference was the presentation of the 2002 McDowell Foundation Award. The award went to Dr. Angela Ward, a distinguished educational researcher from the University of Saskatchewan who has participated in three McDowell research projects that modeled the value of research partnerships between teachers and university researchers. Dr. Ward was also recognized for her advocacy of teacher research and her strong support for the McDowell Foundation since its inception.

Respectfully Submitted



Verna Gallén



Dr. Angela Ward receives the 2002 McDowell Award from Gwen Dueck, Member of the Board of Directors

PUBLIC RELATIONS AND FUND-RAISING

No formal fund-raising campaigns were conducted by the McDowell Foundation in 2002-03. Instead Earle Robertson, working as part-time Consultant for the Foundation, initiated a variety of outreach activities targeted primarily towards local association presidents, the presidents of superannuate chapters, and university student unions. Early in the school year, local association presidents received a letter and follow-up phone call from the Foundation inviting them to send representatives to the Learning from Practice Conference and requesting opportunities for Earle to talk to local teachers about the McDowell Foundation. As McDowell Consultant, Earle also attended meetings of the Saskatoon Teachers' Association Executive, the Executive of the Superannuated Teachers of Saskatchewan, the STF Administrative Staff, and the Regina Education Students' Union.

The Foundation's table-top display unit was modified to include an interactive computer component based on the Information Centre in the foyer of the Saskatchewan Teachers' Federation Building in Saskatoon. First, the computer display in the Information Centre was reformatted and updated; then its major components were transferred to a thinkpad that could be taken out with the display to various centres around the province. The new interactive computer component allows a comprehensive display of information about all aspects of the Foundation, including the research projects, donors, and governance. The display was used successfully at the Tristar, Saskatoon, Regina, Moose Jaw and Prince Albert teacher conventions as well as the Rural Education Congress, the Saskatchewan Teachers' Federation Spring Council, Accreditation Seminars in Regina and Saskatoon, the Superannuated Teachers of Saskatchewan Annual General Meeting, and the PD Fair sponsored by the Saskatoon Public Board of Education.

A Tutoring Program was developed and introduced to local associations and superannuate chapters as a new avenue for supporting the McDowell Foundation. The program allows teachers and superannuates who tutor students to channel the money received for their tutoring services to the McDowell Foundation. Participating teachers are able to contribute all or a portion of the tutoring proceeds to the Foundation and accordingly, would be recognized as donors and receive a receipt for income tax purposes. Alternatively, they may ask students' parents or guardians make their cheques for tutoring services payable directly to the Foundation, with the parent or



Marilyn Odegard with one of 17 certificates of appreciation that were presented to local association presidents at Presidents' Day.

guardian then receiving the tax receipt and recognition as donors. In this scenario, tutors would still be recognized by the Foundation under the *Gifts in Honour* category for their contributions of time, effort and expertise.

Appreciation of financial support for the McDowell Foundation by local associations was again expressed through the presentation of certificates to the presidents of the 17 local associations who made donations to the Foundation in 2001-02. The certificates were handed out at Presidents' Day on September 13, 2002. In addition, an award (a clock bearing the Foundation's symbol of the double apples) was presented for the first time to the local with the highest per member contribution to the Foundation. The award went to the Parkland Teachers' Association and is recognized on an engraved plaque in the Foundation's offices.

A new source of financial support for the Foundation has been Seventh Day Adventist teachers who are prevented by their religious beliefs from contributing membership fees to the Saskatchewan Teachers' Federation or any other union or professional organization. The Federation and these teachers have agreed that in lieu of membership fees, the teachers may contribute an equivalent amount to the McDowell Foundation. Forms and procedures have been developed with school division offices that will expedite these contributions.

Respectfully Submitted

A handwritten signature in cursive script that reads "Marilyn Odegard".

Marilyn Odegard

**TABLE 4:
DONATIONS TO THE
MCDOWELL FOUNDATION:
1990-91 TO 2002-2003**

1990-1991:	\$ 202,111
1991-1992:	28,130
1992-1993:	231,422
1993-1994:	175,019
1994-1995:	127,426
1995-1996:	129,829
1996-1997:	92,737
1997-1998:	77,272
1998-1999:	79,707
1999-2000:	80,572
2000-2001:	95,043
2001-2002:	106,986
2002-2003:	66,176
TOTAL	\$1,492,430

**TABLE 5: ALL GIFTS AND PLEDGES BY DONOR GROUP
FROM JULY 1, 1990 TO JUNE 30, 2003***

Donor Group	Total Gifts & Pledges	Number of Donations
Organizations		
Corporations/Government/ Foundations/Businesses	\$ 602,930	78
Educational Organizations (includes Local Associations)	\$ 166,334	197
Total	\$ 769,264	275
Individuals		
Educational Partners (includes STF employees)	\$ 306,722	309
Superannuates	\$ 157,432	1,012
Teachers	\$ 136,011	1,342
Total	\$ 600,165	2,663
No Information	\$ 4,525	71
TOTAL	\$1,373,954	3,009

TABLE 6: GIFTS AND PLEDGES BY DONOR GROUP FROM JULY 1, 2002 TO JUNE 30, 2003

Donor Group	Total gifts & Pledges	Number of Donations	Average Donation
Organizations			
Corporations/Government/Foundations	\$ 32,700	12	\$ 2,725
Educational Organizations			
- Local Associations	\$ 2,541	8	\$ 318
- Others	\$ 1,846	11	\$ 168
Total	\$ 37,087	31	\$ 608
Individuals			
Educational Partners			
- STF/MF Employees	\$ 4,993	26	\$ 192
- Others	\$ 2,580	7	\$ 369
Superannuates	\$ 4,441	39	\$ 114
Teachers			
- Seventh Day Adventists	\$ 1,115	24	\$ 46
- Other Teachers	\$ 14,168	180	\$ 79
Total	\$ 27,297	276	\$ 86
No information	\$ 390	15	\$ 26
TOTAL	\$ 64,774	322	\$ 201

FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION

AS AT JUNE 30, 2003

	<u>2003</u>	<u>2002</u>
ASSETS		
Cash	\$ 65,518	\$ 34,095
Accounts receivable	1,800	1,458
Investment funds (Note 3)	1,468,174	1,466,213
	<u>1,535,492</u>	<u>\$1,501,766</u>
LIABILITIES		
Due to Saskatchewan Teachers' Federation	\$ 48	\$ 27
Accounts Payable	1,154	3
	<u>1,202</u>	<u>30</u>
NET ASSETS (Note 4)	<u>1,534,290</u>	1,501,736
	<u>\$ 1,535,492</u>	<u>\$ 1,501,766</u>

STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2003

	<u>2003</u>	<u>2002</u>
REVENUE		
Donations (Note 4)	\$ 66,176	\$ 106,986
Investment income	76,137	68,526
	<u>142,313</u>	<u>175,512</u>
EXPENSES		
Fundraising campaign	17,030	23,114
Other	938	529
Research grants	77,728	78,884
	<u>95,696</u>	<u>102,527</u>
	46,617	72,985
CURRENT PERIOD CHANGE IN MARKET VALUE OF INVESTMENT FUNDS	<u>(14,063)</u>	<u>(11,743)</u>
NET REVENUE	<u>32,554</u>	84,728
NET ASSETS, BEGINNING OF YEAR	<u>1,501,736</u>	1,417,008
NET ASSETS, END OF YEAR	<u>\$ 1,534,290</u>	<u>\$ 1,501,736</u>

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2003

	<u>2003</u>	<u>2002</u>
CASH FLOWS FROM (USED IN) OPERATING ACTIVITIES		
Net revenue	\$ 32,554	\$ 84,728
Non-cash item		
Current period change in market value of investment funds	<u>14,063</u>	<u>(11,743)</u>
	46,617	72,985
Changes in non-cash working capital		
Accounts receivable	(342)	(143)
Due to Saskatchewan Teachers' Federation	21	(1,342)
Accounts payable	<u>1,151</u>	<u>3</u>
	<u>47,447</u>	<u>71,503</u>
CASH FLOWS USED IN INVESTING ACTIVITIES		
Investment funds	<u>(16,024)</u>	<u>(53,281)</u>
NET INCREASE IN CASH	31,423	18,222
CASH POSITION, BEGINNING OF YEAR	<u>34,095</u>	<u>15,873</u>
CASH POSITION, END OF YEAR	<u><u>\$ 65,518</u></u>	<u><u>\$ 34,095</u></u>

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2003

1. DESCRIPTION OF OPERATIONS

The Foundation is incorporated under the *Non-Profit Corporations Act* of Saskatchewan and is registered as a charity with Canada Customs and Revenue Agency.

The Foundation is established to support research and dissemination to the public of information focusing on instruction (both teaching and learning) in the context of the public elementary and secondary education system.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the Foundation have been prepared in accordance with Canadian generally accepted accounting principles and reflect the following policies:

USE OF ESTIMATES

The preparation of the financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the year. Actual results could differ from those estimates.

REVENUE RECOGNITION

Donations are recorded in the year they are received.

INVESTMENT FUNDS

Investment funds are stated at market value.

3. INVESTMENT FUNDS

Pooled Investment Funds	2003	2002
Fixed income	\$ 787,889	\$ 825,713
Canadian equities	595,265	572,666
Short-term	85,005	57,819
	<u>1,468,159</u>	<u>1,456,198</u>
Other	15	10,015
	<u>\$ 1,468,174</u>	<u>\$1,466,213</u>

4. RESTRICTED DONATIONS

In some instances the donor has specified the gift to the Foundation be held for ten years. The aggregate amount of donations received under these directions will be available for use in general operations as follows:

June 30, 2004	104,500
June 30, 2005	94,300
June 30, 2006	93,100
June 30, 2007	55,800
June 30, 2008	59,400
June 30, 2009	59,400
June 30, 2010	49,600
June 30, 2011	57,100
June 30, 2012	65,700
June 30, 2013	48,200
	<u>\$ 687,100</u>

5. GRANT COMMITMENTS

The aggregate maximum grant payments under the terms of the research awards are as follows:

2004	\$ 34,768
2005	830

In some instances the payments to the grant recipients will be less than the amounts stated in the research awards, and as a result the above amounts may decrease.

6. FINANCIAL INSTRUMENTS

The carrying value of the Foundation's cash, and accounts receivable and accounts payable approximate fair values because of short-term maturities. Investment funds are carried at market value.

INTEREST RATE RISK

Interest rate risk refers to the adverse consequences of interest rate changes on the Foundation's cash flows, net assets available for benefits and income. This risk arises from differences in the timing and amount of cash flows related to the Foundation's assets and liabilities.

To manage the interest rate risk, the Executive has adopted an approach whereby investments are strategically distributed, on a long-term basis, among several classes of assets to reduce exposure to investment volatility.

CREDIT RISK

Credit risk is the risk that the interest and/or principal, of a fixed income investment, will be defaulted upon and a loss incurred.

The Foundation limits credit risk by dealing with investees that are considered to be of high quality.

Credit risk concentration exists where a significant portion of the portfolio is invested in securities which have similar characteristics or obey similar variations relating to economic or political conditions.

This risk is managed by strategically diversifying investments, on a long-term basis, among several classes of assets.

7. RELATED PARTY INFORMATION

The Saskatchewan Teachers' Federation is the sole member of the Foundation and elects individuals to serve as Directors of the Foundation. The Saskatchewan Teachers' Federation also provides administrative support to the Foundation for no consideration.

At the end of the year, the amount due to Saskatchewan Teachers' Federation is \$48 (2002 - \$27).

LIST OF PUBLICATIONS

1. RESEARCH REPORTS

AREAS OF STUDY

Art Education

- 1) Little, Melanie. *Implementation of the Grade Four Saskatchewan Arts Education Curriculum: An Action Research Study*. August 1997. Project #25.
- 2) Noble, Debby. *Access to Art through Viewer Response*. June 1999. Project #37.

English as a Second Language

- 3) Taras, John. *Urban Aboriginal Students and ESL*. March 1996. Project #13.

English Language Arts

Primary - Elementary:

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