

For the Love of Learning

Table of Contents

Volume I: Mandate, Context, Issues

Introduction to the Report

- A climate of uncertainty
- Some recent history of educational change and reform
- Improving Ontario's schools
- News, both good and bad
- Our way into the future
- The curriculum
- Making change happen

Chapter 1: The Royal Commission on Learning

- Public consultation
- Experts and research
- Commissioners' meetings

Chapter 2: Education and Society

- Education in Ontario: A brief history
- More recent educational history
- Reflecting on change
- Ontario: Picture of the province
- Ontario's changing economy
- Demographic factors
- Values and knowledge
- Educational statistics for Ontario
- Some indicators of how we are doing
- Costs of education
- A national and international context for educational reform

Chapter 3: People's Voices

- The purposes of education and curriculum issues
- Teaching and teacher education
- Assessment and accountability
- Organization of education (governance)
- Public concerns and the Commission's mandate

Chapter 4: Purposes of Education

- The issues
- Sharpening the focus: A set of purposes
- Schools in the broader community: A framework
- Primary and shared responsibilities

Linking purposes with responsibilities
The hidden curriculum
Values
Conclusion

Chapter 5: What Is Learning?

What do we know about how learning happens?
Learning for life: The importance of early learning
Informal to formal learning: The transition from home to school

Chapter 6: What Is Teaching?

Characteristics of good teaching
Good teachers in their schools
Conclusion

Volume II: Learning - Our Vision for Schools

Introduction to Volume II

Key issues
Strategies for improvement: A learning system that focuses on the learner and on literacies

Chapter 7: The Learner from Birth to Age 6: The Transition from Home to School

The learner from birth to age 3: The literacies curriculum home and care
The learner from age 3 to 6: The literacy curriculum in a school setting

Chapter 8: The Learner from Age 6 to 15: Our Common Curriculum

The transition to compulsory schooling
The foundation: The essential elements of the elementary curriculum
Core subjects
Continuity in curriculum and learning, Grades 1-6
The transition to adolescence: Special consideration of the needs of learners from age 12 to 15
The curriculum as the basis of a learning system through Grade 9

Chapter 9: The Learner from Age 15 to 18: Further Education and Specialization Years

The current context of secondary education in Ontario
Suggestions for reorganizing the secondary school

Chapter 10: Supports for Learning: Special Needs and Special Opportunities

Supports for some students
Supports for learning for all students

Chapter 11: Evaluating Achievement

Student assessment: What people told us
The recent history of student assessment in Ontario
Assessing individual students
Large-scale assessment of student achievement and the effectiveness of school programs
Conclusion

Conclusion: What We Have Said about the Learning System

Volume II Recommendations

Volume III: The Educators

Chapter 12: The Educators

Section A: Professional issues

Section B: Teacher education

Section C: Evaluating performance

Section D: Leadership

Volume III: Recommendations

Volume IV: Making It Happen

Introduction to Volume IV

Chapter 13: Learning, Teaching, and Information Technology

A new environment

Possibilities and concerns

Information technology's contribution to learning

Making it happen

On-line: Learning it on the grapevine

Other instructional technologies

Realizing the potential

Conclusion

Chapter 14: Community Education: Alliances for Learning

The problem: Expansion of the role of schools

Our response: Creating communities of concern

A local focus for community education

Supporting and sustaining a diversity of models

Barriers to community education: Recognizing them and removing them

Community education: Making it happen

Setting a timeline for action

Conclusion

Chapter 15: Constitutional Issues

The Roman Catholic education system

Learning in French: Rights, needs, and barriers

Aboriginal peoples

Conclusion

Chapter 16: Equity Considerations

Religious minorities

Language, ethno-cultural, and racial minorities

Conclusion

Chapter 17: Organizing Education: Power and Decision-Making

Stakeholders and power

The players

Allocating and exercising decision-making powers

Conclusion

Chapter 18: Funding

Historical context

Education funding in Ontario

Current concerns

Conclusion

Chapter 19: The Accountability of the System

Accountability in education: What does it involve?

Who is accountable?

Indicators of quality

Assessment agency

Accountability and consistency

Conclusion

Chapter 20: Implementing the Reforms

Previous reports

The change process: How educational change happens

What about the Commission? What do we hope our work will achieve?

Engines or levers for change

What actions are needed?

An implementation commission

Other support for implementation

Provincial actions

Suggested short-term actions for the provincial government and for the Ministry: 1995-96

Actions by other stakeholders

Cost issues

A call to action

Implementation responsibilities

Appendix 1: Action Plan for Government

Appendix 2: Action Plan for Education Stakeholders

For the Love of Learning: Recommendations

[Home Page](#)

[Search](#)