

About the Australian Council of Deans of Education Partnership Project

Background

The Australian Council of Deans of Education (ACDE) Values Education Partnership Project was conducted in 2005-2008 as part of the Australian government funded values education initiative and program.

The Values Education Partnership Project was managed for ACDE by Curriculum Corporation (CC) and initially involved the development and roll-out of a series of forums presented to Faculty of Education staff in 17 universities across Australia. The purpose was to inform, update and engage teacher educators with the *National Framework for Values Education in Australian Schools*, its implementation through the values education initiative and its implications for pre-service teacher training.

From the outset the ACDE project had powerful synergies and strong links to the Values Education Good Practice Schools Project (VEGPSP) – Stages 1 and 2. These links were forged with CC through the University Advisor Network attached to the project cluster schools and through the role of Adjunct Professor Ron Toomey, who was research manager for the VEGPSP and project manager for the ACDE project.

When the ACDE Project Director, Professor Terry Lovat, undertook an analysis of the data and cluster case studies of the VEGPSP – Stage 1 he began to make connections to international research on quality teaching and hypothesised on a strong link between values education and quality teaching. With support from the Australian government's Department of Education, Employment and Workplace Relations (formerly the Department of Education, Employment, Science and Training) and from CC, Professor Lovat and Adjunct Professor Ron Toomey undertook the development of a monograph to explore the connections in detail.

Values Education and Quality Teaching – The Double Helix Effect

The result was *Values Education and Quality Teaching – The Double Helix Effect*, edited by Terry Lovat and Ron Toomey, David Barlow Publishing (2007).

Using four cluster case studies from the VEGPSP – Stage 1, two other case studies from the UK and USA and an international research literature review, the editors brought together in this book an in-depth account of what the research, and these in-school projects, were saying about values education. 'These results', it says, 'point to the fact that values education can no longer be seen as marginal to the main role of teaching and schooling nor as a venture merely for religious schooling. In contrast the results show that values education sits at the centre of teaching and schooling wherever it occurs. The importance of values education is in its potential to re-focus teachers and schools on their essential purpose, namely the holistic betterment of the students in their care.'

This work was followed by a sequel, within the auspices of ACDE Values Education Partnership Project and the VEGPSP – Stage 2, which extends the understandings of the previous work and interpretations through a focus on service learning and teacher training.

Values Education, Quality Teaching and Service Learning – A Troika for Effective Teaching and Teacher Education

The sequel is *Values Education, Quality Teaching and Service Learning – A Troika for Effective Teaching and Teacher Education*, by Terry Lovat, Ron Toomey, Neville Clement, Robert Crotty, and Thomas Nielsen, David Barlow Publishing (2009).

The book is a valuable synthesis of the impact of values education and the way it creates school transformations. It draws mainly on international research and the work of a number of the clusters in the VEGPSP – Stages 1 and 2.

The book speaks of a revolution for education and teacher education which 'centres on the effects on student learning that have been demonstrated through research and pilot projects concerned with values education, quality teaching and service learning, in Australia and internationally. The demonstrated effects concern transforming student behaviour and teacher-student relationships, improving the environment of learning, strengthening teacher and student resilience, and hence staff and student satisfaction, and enhancing student academic diligence.'