



ruMAD? and the Tasmanian Curriculum

ruMAD? can help schools to improve:

- student engagement
- attitudes to learning
- literacy and numeracy
- Tasmanian Curriculum reporting outcomes

It does this through:

- Individually tailored school programs
- Connections to national programs
- Resources and support (materials, training, sponsorship)
- Partnerships with community, business and industry

Contact us to find out how we can work with your school:

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The following pages provide detail on how the ruMAD? Program fits with the Tasmanian Curriculum and how it contributes to the *National Framework for Values Education for Australian Schooling*.

(Thank you to Jan Kiernan, Project Officer Values Education, Tasmanian Department of Education, for assistance in compiling these pages.)

As the ruMAD? Program has been designed to be inquiry-based and values-focused it allows significant connections to be made to the Tasmanian Curriculum. It supports the curriculum values and purposes, and principles for effective teaching and learning. Although cross-curricular in nature it has a particular application to the areas of Society and History, Science and Health and wellbeing. It also can address and provide direction in practical ways to work with the *National Values Education for Australian Schooling* initiatives.

In support of the *Tasmanian Curriculum Values and Purposes* and the *National Values Education for Australian Schooling*

These tables provide extra detail about the Tasmanian and the National values. Read in conjunction with examples taken from the ruMAD? *Hypotheticals* and themes in the *MAD Day Action Pack*, the ways the program can assist in developing shared values and creating a setting for learning that aligns with the purposes is clearly illustrated.

In assisting teachers to understand the Program, specific attention is given to identifying and exploring group values and interests in a way that they can then replicate with their students. In this way teachers can develop relevant learning situations that encourage students to show how values can be 'lived' in local, national and global contexts.

Nine Values for Australian Schooling

The ruMAD? Program can directly contribute to the principles that are documented in the *National Framework for Values Education for Australian Schooling*. The Framework states that:

'Effective values education:

- *helps students understand and be able to apply values*
- *encourages students to explore their own, their school's and their community's values.'*

(National Framework for Values Education in Australian Schools, p5.)

1. **Care and Compassion**

Care for self and others.

2. **Doing Your Best**

Seek to accomplish something worthy and admirable, try hard, pursue excellence.

3. **Fair Go**

Pursue and protect the common good where all people are treated fairly for a just society.

4. **Freedom**

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

5. **Honesty and Trustworthiness**

Be honest, sincere and seek the truth.

6. **Integrity**

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

7. **Respect**

Treat others with consideration and regard, respect another person's point of view.

8. **Responsibility**

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.

9. **Understanding, Tolerance and Inclusion**

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

Tasmanian Values, Purposes and Goals

Values	Purposes
<p>Values guide decisions about curriculum and support students, teachers, parents, carers and the community. The shared values are:</p> <ol style="list-style-type: none">1. Connectedness: developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.2. Resilience: developing self-confidence and self-respect; and nurturing optimism, perseverance and wellbeing.3. Achievement: attaining success, pursuing excellence and being proud of personal achievement.4. Creativity: valuing original ideas and demonstrating enterprise and innovation.5. Integrity: acting honestly, ethically and consistently.6. Responsibility: accepting both individual and collective responsibility and contributing to sustainable community development.7. Equity: developing tolerance, respecting difference and encouraging distinctiveness.	<p>The purposes for education describe the intentions of the educational process. Our shared purposes are that all Tasmanian students are learning to:</p> <ol style="list-style-type: none">1. relate, participate and care;2. live full healthy lives;3. create purposeful futures;4. act ethically;5. learn; and6. think, know and understand. <p>The important goals for Tasmanian students are that they:</p> <ol style="list-style-type: none">1. are able to reason, question, make decisions and solve complex problems;2. are able to create, communicate and convey ideas clearly and confidently;3. have a positive vision for themselves and their future;4. are well prepared to participate actively in our democratic community and as global citizens; and5. can understand science and technology and make thoughtful decisions about their application.

Examples to access in conjunction with the values and purposes tables

ruMAD? curriculum materials	Page	Values	Purposes
ruMAD? Projects Framework			
Values and Vision Workshop	7 - 9	1, 2, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
MAD Workshop	10 - 11	1, 2, 3, 4, 6, 7	1, 2, 3, 4, 5, 6
Hypotheticals			
Cultural heritage	7 - 8	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
Environmental clean-up	13 - 15	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
A school mural	16 - 18	1, 2, 3, 4, 5, 6	1, 3, 4, 5, 6
Beating bullying	23 - 25	1, 2, 4, 5, 6	1, 3, 4, 6
Marine pests	29 - 31	1, 2, 4, 5	1, 3, 4, 5, 6
MAD Day Action Pack 2008 (Themes)			
MAD Flags	9 - 10	1, 4, 6	1, 2, 3, 4
Fair Trade	11 - 14	1, 2, 3, 4, 5, 6	1, 3, 4, 5, 6
Make Poverty History	15 - 20	1, 2, 3, 4, 5, 6, 7	1, 3, 4, 5, 6
Climate Change	21 - 24	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
Animal Welfare	25 - 28	1, 2, 3, 4, 5, 6	1, 3, 4, 5, 6

The structure of ruMAD?

Within ruMAD? project investigations there are many opportunities for problem-based learning, individual and group inquiries, discussions on major ethical issues and conversations concerning futures, perspectives and analysis of the nature of interdependence, identity and personal and group responsibility. A MAD Project will allow students to apply knowledge to new situations and develop a knowledge base on which to build decision-making processes and considered opinions as well as the capacity to link causes to consequences in real life contexts with the ultimate aim to 'make a difference' through positive action/s.

The ruMAD? materials outline on a continuum a number of ways to 'make a difference' between charity and change-making. The difference is illustrated by using an extension of the well-known aphorism.

- *Give a person a fish — they can eat for a day*
- *Teach a person to fish — they can eat for a lifetime*
- *Partner the people to gain a sustainable fish supply*

It also employs a planning process around these aspects.

- What is our big possibility?
- What is our area of concern?
- What can we contribute?
- What are we doing?

How does the resource fit with the Tasmanian Curriculum?

Thinking skills

This resource provides many opportunities for MAD Projects that promote thinking.

There are many openings for students to formulate questions, identify areas for inquiry and action as well as issues for clarification. Students can develop their higher-order thinking skills as they use their expertise in analysing, synthesising and evaluating as well as drawing conclusions and making decisions about real-life situations and concerns. The materials provide support for inquiry-based research and detailed assistance for teacher and student planning.

At the same time students can activate their reflective thinking capacities when probing issues and challenging assumptions related to their project and the context/s in which they are working. They can develop their capacity to critique their work and its impact.

Students will encounter ethical issues that will require them to apply logic and reasoning skills in order to explore complex issues such as leadership and power, cooperation and managing conflict.

It has an excellent section on working as a team, steps to reaching consensus and how to set up a management team.

Communication skills

Teachers will find that the resource provides a wide range of starting points for developing students' abilities to communicate effectively and articulately.

The structure of the program is such that it details numerous ways for students to communicate their learning. Teachers will be able to select from these many ideas to plan diverse and worthwhile learning and teaching opportunities within a variety of contexts for a range of purposes and audiences and in an environment of critical interpretation and deliberation. The materials give advice and suggested processes for developing press releases and publicity materials, budgets, timelines, schedules, agendas, minutes, interview outlines and newsletters, as well as how to organise events and present findings.

Society and History

A major strength of the material in this kit is that it aligns with the *Society and History* curriculum area, in particular the core strands of Democratic values and processes (students understand democratic values and processes in society, government and law) *Interactions with the environment* (students understand relationships between people, resources and places), *Responsible citizenship* (students understand how individuals and groups can take action to positively influence change) and *Philosophical inquiry* (students undertake philosophical inquiries into issues and beliefs in society).

The ruMAD? Program allows for many investigations to support this curriculum area, such as:

- how their lives and the lives of others are connected through relationships, groups and networks;
- notions of 'good and just' communities;
- the processes through which individuals and groups work together to achieve goals;
- social systems and networks people participate in; and
- aspects of political, economic and social controversy and questions of motive as well as issues of ethics and accountability.
- Some of the major concepts from Society and History that could be explored through a MAD Project are active participation, democracy, community, diversity, culture, identity, responsible citizenship, social change, justice, equity, responsibility, resources and the environment, sustainability, interdependence, community group, organisation, democratic decision-making and civic life.

Examples of MAD Projects in this area could involve the elderly, children in hospital, celebrating diversity in the community, road safety, a cultural heritage project, a school mural to combat graffiti, MAD flags, animal welfare, addressing boredom in the community, conservation of energy and poverty alleviation.

Science

In the *Science* curriculum *Science as a human endeavour* recognises that science is a human endeavour with a distinctive world view that values evidence and logical argument, and that past, present and future scientific research has implications for society and the environment. It highlights the need for decision making based on scientific evidence, ethical considerations and being able to see the system consequences.

A study of the local, national or global communities can support teachers introducing topics in this area of learning. Investigations could include areas such as technology and innovations necessary to conduct and sustain communities and the myriad of systems and the infrastructure needed to maintain communities.

Some of the major concepts from Science that could be explored through a MAD Project are consequence, scientific / technological solutions, protection, environment, global, enhancement, natural / constructed world, value, systems, web, relationship, design, evaluation, product, process, human needs, challenge, sustainability, ethics, technique, information, resource, observation, control, methodology, formulation, currency, modification, connections, interdependency, organisation, control and impact.

Examples of MAD Projects in this area could include developing an environmental clean-up project, water conservation, protecting endangered species, conservation of energy, reducing packaging, water quality and recycling.

Health and wellbeing

The ruMAD? material can be used in the *Health and wellbeing* curriculum area with a particular focus on aspects of the core strand of *Understanding health and wellbeing*, especially the key areas of *community* and *taking action*.

This focus is a rich area for explorations and interpretations. Ideas about identity, health and wellbeing and features around personal, physical and emotional aspects of people's engagement with each other can provide stimuli for investigations.

Some of the major concepts from Health and wellbeing that could be explored through a MAD Project are the future, moral autonomy, self, other, identity, relationship, heredity, culture, community, personal choice, resilience, productive relationships, wellbeing, interdependence, care, consequence, ethical judgement / principles, reason, goals (own / shared), characteristic, trait, strength, interest, preference, function, uniqueness, behaviour, attitude, challenge, change, optimism, diversity, distinctiveness, connection, action, strategy, rights, norm, rule, position, emotion, belief, collaboration, strength, weakness, priority, impact and adjustment.

Examples of MAD Projects in this area could include road safety, cultural heritage, fitness issues within the school, bullying, creating a school garden, boredom in the community, fighting student depression, and student needs.

How do the ruMAD? materials support studies of communities – local, national and / or global?

A study of local, national and / or global communities provides many possibilities for students to identify and clarify issues and gather, organise, interpret and transform information.

Students can highlight new understandings about communities in diverse ways: spoken presentations, various text types, using number, different art forms and both ICT and multimedia texts.

A study of 'communities in action' is a topic through which students can engage in learning experiences designed to help them deal successfully with past, current and future issues. It has great potential for in-depth studies of local, national and global environments (natural and constructed), systems and technological innovations.

Many teachers will use the focus on community to plan learning sequences that enable students to inquire into significant ideas and issues and explore a range of different concepts.

ruMAD? presents options for examining a variety of topic areas that can lead to a range of investigations. Teachers and students have the opportunity to inquire more deeply into questions such as:

- What is a community?
- Who and what make up my community?
- How are we connected through the community and how do we work together to build collective strength?
- How do communities get organised and make decisions?
- How can community members work cooperatively?
- What groups make up our community?
- How can we develop and maintain relationships in our community?
- What helps contribute to a happy and healthy community?
- How can we create equity of access that will contribute to a healthy community?
- How does our community celebrate its achievements?
- What does it mean to be part of the world community?

- How can conflict be managed and peace nurtured in the community?
- What organisations help people in need?
- How can people become involved in the community?
- How do I meet my responsibilities individually and as part of the group?
- How can we develop and maintain relationships in our community?

Teachers can use the resource to structure learning sequences that:

- pose significant, probing questions;
- set objectives that will allow for the development of deeper understanding;
- apply a range of powerful pedagogical tools and strategies; and
- allow students to show evidence of achievement in a variety of ways such as audio files, PowerPoints, timelines, graphs, multimedia presentations and debates.

A skills focus developed during an investigation into an aspect of community could include:

- communicating and learning cooperatively — classifying, restating ideas, asking questions, respecting opinions of others, justifying ideas, negotiating, achieving group consensus, reporting;
- researching — writing and asking questions, using more than one source of information, working independently when required, interviewing, reading and viewing for information, staying on task; and
- thinking — suggesting consequences, reasoning, modifying ideas, making decisions.