



ruMAD?

are you Making A Difference?



ENGAGING STUDENTS IN LEADING AND LEARNING

ruMAD? assists schools to deliver on the educational goals at the heart of the Australian Curriculum.

Supporting equity and excellence in Tasmanian schools.

Supporting Tasmanian students to be

- Successful learners
- Confident and creative individuals
- Active and informed citizens

National Declaration on Educational Goals for Young Australians

Tasmanian Overview

ruMAD? is:

- **Delivered in Tasmania by A Fairer World**

A Fairer World is a social justice hub comprising the Tasmanian Centre for Global Learning, the Global Learning Resource Library, www.afairerworld.org and youth.afairerworld.org. The Tasmanian Centre for Global Learning was established in 1985 as a not-for-profit organisation and is managed by a committee representing a range of community organisations and the education sector.

A Fairer World empowers schools and the wider community to take action for social justice, peace, and a sustainable world future. We do this by providing access to education programs, training, resources and networks.

Find more information about the A Fairer World at www.afairerworld.org

2011 Tasmanian Human Rights Community Organisation Award
Hobart City Council Australia Day 2012 Community Event of the Year
2014 Finalist in Tasmanian Community Achievement Awards



- **Owned nationally by the Foundation for Young Australians**

The Foundation for Young Australians (FYA) is a national, independent, non-profit organisation dedicated solely to young people. FYA knows young people have the courage, imagination and will to shape their education & society.

Find more information about the Foundation at www.fya.org.au



To find out more about ruMAD? in Tasmania contact:

Helen Hortle, Coordinator
Tasmanian Centre for Global Learning
4 Battery Square, Battery Point, 7004
Ph 6223 1025 or 0400 824 261
Email rumad@afairerworld.org
Web www.afairerworld.org

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CURRICULUM MATERIALS AVAILABLE

8 Keys to MADness: A structured guide including workshops, accumulated wisdom and ideas for running MAD Projects.

ruMAD? Tasmanian website: Features descriptions of MAD activities at Tasmanian schools, detailed case studies of Gagebrook Primary, Geilston Bay High and Rokeby High, and downloadable resources. [www.afairerworld.org/ Current_projects/rumad.html](http://www.afairerworld.org/Current_projects/rumad.html)

Program support

ruMAD? can be used to deliver key components of the **Australian Curriculum**, the National Statements of Learning for **Civics and Citizenship**, and the National Framework for **Values Education** in Australian Schools.

Most importantly, ruMAD? was specifically designed to engage students in the learning process and to bring greater equity to the classroom, school and community (see more in Program Context, page 5).

ruMAD? is endorsed by both the **Education Department of Tasmania** and the **Australian Education Union** (see page 10).

A Fairer World can support Tasmanian teachers implementing the ruMAD? Program through:

- **Professional development:** Teacher training sessions held regionally or at individual schools.
- **Curriculum materials:** Detailed lesson guides, instructional videos, MAD ideas and topic specific teaching resources.
- **ruMAD? School Coordinator, Education Officer and Program Manager:** The Centre staff are available as mentors, to provide training, resources and ideas.
- **Global Learning Resource Library:** Built up over 30 years the library has books, kits, DVDs, magazines, posters and games on a wide range of social issues. Our staff can research and recommend resources to suit teachers' needs.
- www.afairerworld.org has ruMAD? case studies, information, resources and MAD stories. youth.afairerworld.org provides resources on social issues and taking action specifically for young Tasmanians.
- **Community networks:** The Centre has extensive networks with other organisations working for a fairer world (see adjacent box for examples).
- **Promotion and recognition** of student MAD activities and your school.
- **Evaluation** and reporting on student and teacher progress/satisfaction.
- **Assistance** with sourcing funding for MAD activities.

Community Networks

Act for Peace
Advocacy Tasmania
Amnesty International (Tas)
Anglicare Tasmania
Anti-Poverty Week
Aspire
Association for Children with Disability
Australian Council for Human Rights Education
Australian Education Union (Tas)
Australian Red Cross
Australian Volunteers International
Australian Youth Climate Coalition
Bahay Tuluyan
Brain Injury Association of Tasmania
Brightside Farm Sanctuary
Climate Action Hobart
Foundation for Young Australians
Global Poverty Project
Go Fair
Headspace
Hobart Women's Shelter
Human Rights Week
International Campaign to Abolish Nuclear Weapons
Make Poverty History
Migrant Resource Centre
Oaktree
Office of the Anti-Discrimination Commissioner
Oxfam Australia
Phoenix Centre
Rainbow Communities
RESULTS International (Australia)
Rotary Club of Hobart
Sorooptimist International of Hobart
Speak Out Association of Tasmania
Sustainable Living Tasmania
Students Against Racism
Tasmanian Asylum Seeker Support
Tasmanian Council of Social Service
TEAR Australia
Women's International League for Peace & Freedom
Working It Out
VGen
Youth Network of Tasmania

About ruMAD?

ruMAD?

- Is a **unique Australian educational program** that engages students in learning by: harnessing their passions and concerns; allowing them control within a structured process; and connecting them to the community.
- Is a **flexible framework** easily integrated into any school curriculum, focussing on student engagement, organisation and decision-making. (It is not an extracurricular activity.)
- Is **based on a belief** that young people can make real change happen in the world.
- Helps young people to gain the confidence, skills, knowledge, values and contacts that are essential for **citizenship, for employment and for life**.
- Is about **sustainable social change**, not charity.

Within ruMAD? students take responsibility for their learning through an inquiry approach that is designed to assist them to develop a deeper understanding of the community issues they tackle. The ruMAD? process is an example of a 'thinking curriculum in action', and encourages students to develop capability through personally relevant initiatives of their own design.

- The process starts with students identifying shared and important values as a group.
- Once shared values are established, students identify community issues that are inconsistent or in conflict with those shared values.
- Students then explore possibilities for action through various levels of involvement in social change projects, and lead the planning and implementation of their chosen projects.

MAD activities reflect the great diversity of student interests. In Tasmania these have included many projects within the Cross-Curriculum Priorities of the Australian Curriculum (some past topics are listed in the adjacent text box). To read about recent MAD activities at Tasmanian schools go to:

www.afairerworld.org/Current_projects/rumad

ruMAD? in Tasmania to date

- Since the inception of the Program, over 50,000 young people in 150 schools around Australia have participated – 16,700 in Tasmania.
- During the past nine years, over 3,900 ruMAD? Youth Ambassadors have trained to spread the word to other young people in Tasmania about how they can make a difference.
- A number of Tasmanian schools have designated teachers to support implementation of ruMAD? for one day a week.
- In 2012 and 2013, Geilston Bay High School undertook a whole-school implementation of the program with assistance from the Clarence City Council.

MAD Activities allow practical exploration of Cross-Curriculum Priorities

- **Aboriginal and Torres Strait Islander histories and cultures** (celebrating indigenous culture, reconciliation action)
- **Asia and Australia's engagement with Asia** (diversity education, fair trade, poverty reduction, landmines, street children)
- **Natural, cultural, social and economic sustainability** (addressing disadvantage and discrimination, environmental clean-ups, energy and water conservation)

ruMAD? makes a difference...

To students by:

- engaging them in issues of social justice, the environment, tolerance and cultural diversity;
- challenging them to act as leaders and change-makers in their community;
- helping them express their views, become critical thinkers and develop citizenship, employment and life-long learning skills; and
- improving engagement, motivation, behaviour, self-confidence, literacy and numeracy skills.

To teachers by:

- providing a best practice model and structured process to engage students in inquiry-based learning;
- supporting them with training, curriculum materials, resources, mentoring and community networks; and
- facilitating improved communication and teacher/ student relationships.

To schools by:

- improving student engagement in learning;
- assisting with the implementation of key components of the Australian Curriculum;
- providing opportunities for local, state and national recognition;
- setting the scene for new community partnerships; and
- placing them at the heart of the community.

To communities by:

- connecting them to young people and schools;
- inspiring greater social cohesion and building capacity;
- creating real and lasting change; and
- developing confident, creative, active and informed citizens.

ruMAD? delivers on General Capabilities

- **Literacy, numeracy and ICT:** MAD Projects require a range of mathematical, written and oral communication tasks: letter writing, phone calls, multimedia presentations, public speaking, budgets, meeting minutes, and project plans.
- **Ethical behaviour:** Undertaking community projects turns students' focus towards helping others, fostering empathy and greater understanding of people's differing needs.
- **Critical and creative thinking:** ruMAD? learning is inquiry-based: to create lasting solutions, students must identify causes, analyse potential barriers and brainstorm creative solutions.
- **Personal and social capability:** Successful project completion requires individual initiative, teamwork, problem solving, tolerance and respect for others, and communication with people of different ages and status.
- **Intercultural understanding:** Projects create connections with others in the community, broaden students' worldview and develop their understanding of themselves as global citizens.

ruMAD? checklist

What Makes a Project MAD?

- Starts with the students' values, concerns and passions.
- Empowers students to take responsibility.
- Enables students to imagine and create the world they wish to live in.
- Increases understanding of the needs of others by connecting with communities.
- Builds on available assets and strengths (time, talent, treasure).
- Tackles causes not symptoms.
- Is sustainable.
- Measures and evaluates outcomes.
- Inspires others!
- Celebrates achievements!

ruMAD? philosophy on change-making

Give a person a fish – they can eat for a day

Teach a person to fish – they can eat for a lifetime

Partner with people – create a sustainable food supply

Program context

Goal 2 of the *Melbourne Declaration on the Educational Goals for Young Australians* requires that “**all young Australians become successful learners, confident and creative individuals, and active and informed citizens**”. To realise this goal, students of all abilities need opportunities for authentic learning – programs that bring democratic processes to the classroom, that connect them with their community, and that empower them to take positive action on the real-life issues of importance to them.

The ruMAD? Program was developed and piloted in Victoria in 2001 by **Dr David Zyngier**, a lecturer and researcher in the area of student engagement, particularly for at-risk students, and **Claire Brunner**, a youth facilitator who has worked with young people in forums from juvenile justice to the National Youth Round Table and Youth Summit 2020. Dr Zyngier, a former school principal, challenges educators to look at their teaching practice and how they, and their students, get connected to the real world.

From author Dr David Zyngier...

“I have found that students most at-risk of failure, from socially, culturally and economically disadvantaged conditions are the least likely to be exposed to intellectually challenging and relevant material. My considerable experience and research has shown that these students are more likely to be engaged through ‘productive and reciprocal pedagogies’ that draw on students ‘real life’ concerns and enable them to have more control of their lives and be connected to a more participatory social vision of society. The ruMAD program is firmly grounded and based on these pedagogical understandings.

The program has other benefits as has been shown by a number of external evaluations. As well as promoting resilience, leadership skills, self esteem and literacy among students, the program is most effective in fostering school-community partnerships and curriculum development.”

Zyngier and Brunner were assisted in the development of the Program by a taskforce including representatives from Victorian curriculum associations, the Victorian Department of Education and Training, the Catholic Education Office and the independent education sector, teacher unions, Australian aboriginal and ethnic organisations, the Victorian Council of Social Service and the Victorian Local Governance Association. The Tasmanian Centre for Global Learning delivered the first Tasmanian pilot at five schools in 2005. This was funded by a grant from the Tasmanian Community Fund. Many people have informed the development of the program over the years, including teachers, staff of A Fairer World and the Foundation for Young Australians, as well as researchers and academics.

External evaluations of the Program are available including by the University of Melbourne (2004), the Australian Youth Research Centre (2008, which includes a Tasmanian case study), and two by Community Focus (2010 and 2011, which evaluate the program at Gagebrook Primary in Tasmania). The ruMAD? Program at Rokeby High appears as a case study in the book *Schools, Communities and Social Inclusion* published by Palgrave Macmillan in 2011.

Graffiti hypothetical

(example from the curriculum materials)

The toilet block wall in your school is continually being “bombed” with ugly, often offensive and racist graffiti. Students pass by this wall on their way to and from school or on their way to the canteen, and parents and visitors are also exposed to the graffiti. The school has paid considerable amounts of money out of its limited maintenance budget to clean and repaint the walls, and has even used so-called anti-graffiti chemicals to try and stop the damage spreading to other parts of the school. But to no avail. Students “in the know” are sure that the graffiti and tags are an inside job! How can the school community solve this problem?

Discuss / brainstorm:

What is the problem that needs to be addressed?

What is the major cause of the problem?

Possible approaches to the problem in each of these categories:

| <i>Give the person a fish</i> (Quick fix solution) | <i>Teach the person to fish</i> (Short-term solution) | <i>Partner the people</i> (Long-term solution) |
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Possible approaches and their category

Consider the pros and cons of each of the following solutions. What would be a “give a person a fish” approach, “teach a person to fish” approach, or “partner the people to organise” approach?

- Search all the lockers for the spray cans and punish anyone found with spray cans. [Give a person a fish...]
- Install video security cameras at the cost of \$5000 each. [Give]
- Hire security guards at the cost of \$1000 per month. [Give]
- Work with the graffiti gang to resolve the issue (e.g. supply a section of wall for graffiti art for which they are responsible). [Teach a person to fish...]
- Have the students create murals on the walls and be responsible for the upkeep of the school. [Teach]
- Work with your local council and the gang to commission graffiti art with positive messages for your local community. [Partner the people...]
- Add your own suggestions.

Possible research activities

- Contact Arts Tasmania and have an artist who paints murals come and visit the students to discuss murals and graffiti. It may be possible to tap into the Artists in Schools program.
- Organise an outing for students to examine murals in a range of schools and communities.
- Find graffiti on buildings or public places and survey the types of graffiti found.
- Arrange with the council for a group to spend time with council workers examining the damage of graffiti.
- Contact a graffiti removal company and pay a visit to where they are cleaning up.
- Research positive outcomes of graffiti.

The range of activities should preferably be hands-on to make the project real for the students.

Research questions

- What are some of the reasons why people graffiti?
- What are the different types of graffiti?
- What have been some of the approaches used to stop graffiti happening?
- How much does it cost to implement different types of graffiti prevention programs?
- What have other schools in the area done with regards to tackling graffiti?
- What has the local council or the state government done about graffiti?
- What are two ways you could tackle the underlying reasons as to why people graffiti?
- How does your research impact on your earlier ideas for solving the graffiti issue?

Levels of 'MADness'

There are five ways that schools can be involved, starting with a small commitment through MAD Day and building up to major change...

- **MAD Day:** Students take on a one-day activity that gets everyone thinking about making a difference. For example, students might brainstorm the things they are most concerned about and think of a positive action they could take. Schools already implementing a MAD Project or MAD Foundation use a MAD Day to celebrate their achievements.

5/6 Dale at Cambridge Primary School learnt about the lives of Cambodian children, and that a simple bike could remove the obstacles to a child receiving an education. They decided to raise funds by creating a calendar of artworks depicting what their bikes meant to them, seeking sponsorship for printing and then selling copies to their school community. Students also devised an Awareness Day, presenting mini-lessons about Cambodia to the younger grades, and running a bike-a-thon, obstacle course and raffle. The class has now raised enough money to provide 20 schooling scholarships for Cambodian students – including bikes, uniforms and text books – through Child Wise. Read more at: www.afairerworld.org/rumad2013.pdf

- **MAD Project:** These require a longer-term commitment with more detailed research, planning and involvement. The project may be developed and implemented over a whole year or on an ongoing basis. Projects make a significant difference in the school or in the local or global community.

Riverside Primary's ruMAD? team hosted a "Stayin' Alive Past Five" dinner to support UNICEF's work for child survival, raising funds for bed nets to prevent malaria. As with all good ruMAD? projects, students used the opportunity to connect with the wider school community, and for all to learn together: the seven student organisers involved their families in preparing the meal; borrowed a bain marie from the local golf club; and made presentations about the issue to their dinner guests – then quizzed them to make sure their messages had sunk in! The outcomes of their fantastic effort included enough funds raised to supply 71 bed nets. Read more at: www.afairerworld.org/rumad2014.pdf

- **MAD Youth Ambassador:** The *Fairer World Festival* is the largest youth social justice event in Tasmania, inspiring students to be a driving force for change in their local and global communities and offering teachers an opportunity to explore new ways to incorporate responsible citizenship programs into their classrooms.

Hobart City Council 2012 Australia Day Community Event of the Year

The 2013 *Festival* was held over four days at university campuses in Hobart and Launceston, and hosted by students from Wynyard and Huonville High schools, and Trevallyn and Cygnet Primary schools. 16 community organisations delivered 74 workshops for over 1200 students from 50 schools. Read more at: www.afairerworld.org/_Current_projects/festival.html

- **MAD Student Foundation:** Students commit to raising funds and granting monies to community organisations within their local communities and ensure that their money is truly making a difference. Foundations are yet to be implemented in Tasmania.
- **ruMAD? & Service Clubs:** An extension to the MAD Project, for which a Service Club partners with an ruMAD? class to explore the enterprising and life skills used by the students in developing their project.

Guide to ruMAD? Workshops



What people say about ruMAD?

“The ruMAD? Program ... provides a best practice framework for education in values and responsible citizenship, allowing significant connections to be made with the Tasmanian Curriculum Framework.”

Memorandum of Understanding between the Tasmanian Department of Education and the Tasmanian Centre for Global Learning

“As the original developer and writer of the ruMAD? Program in 2001 I want to congratulate the Centre on the great success you have achieved delivering ruMAD? in Tasmanian schools, supporting teachers to improve student engagement and ultimately, learning outcomes. Your work has fulfilled my wildest dreams about the possibilities for the breadth and depth of attainment with the program.”

Dr David Zyngier, Senior Lecturer in Curriculum & Pedagogy at Monash University, co-author of the ruMAD? Program

“Thank you for a fantastic day last week at the Fairer World Festival. We are very appreciative of the bus subsidy and the opportunity to attend the Festival. I think the adults enjoyed the day as much as the children! Very inspiring. We had a fantastic response from our students who have come up with some fantastic ideas on how they can make a difference. We have also had parents offer their time to work with the students and help make some of their ideas reality, so it was a very successful outing for us!”

Nathan Mills, Teacher, Dodges Ferry Primary School, at the 2013 Fairer World Festival

“The ruMAD framework is an integral component of our school’s focus on social responsibility, social justice and service learning. It provides a clear structure to support planning and student investigation and learning. Over time as we have continued to provide opportunities to our student population we have seen a growing interest in learning and understanding various issues of interest and also an expanding willingness to volunteer time to help others. Whilst our school provides a wide variety of opportunities for students to engage with their local communities and “give something back”, the ruMAD framework supports in depth investigation, learning and commitment to a plan for action which gives students the required support to take an issue or concept from initial stages of planning and investigation to an outcome providing them with not only the learning along the way but a definite sense of accomplishment.

TCGL have been a fantastic support for us in making this possible. They have provided patient guidance for staff and support for student activities, not to mention an amazing wealth of knowledge and capacity to link us with relevant individuals and organisations to support whatever the chosen student inquiry path is.”

Robyn Harvey, Principal, Geilston Bay High School

“ruMAD offers opportunities for ‘concrete learning’ and the formation of community partnerships. It teaches responsibility, motivation and long-term thinking. The program is also very useful for engaging those students who are not viewed as high achievers.”

2011 Community Focus evaluation of ruMAD? at Gagebrook Primary Campus, JRLF

“I know that nothing’s impossible and we can make a difference, and it doesn’t matter who you are or how old or what school you go to or how smart you are, you can make a difference in people’s lives.”

Grade 7 student comment on involvement in ruMAD? Program