

# School is for ME Fair Go Project begins

School is for me (2006)



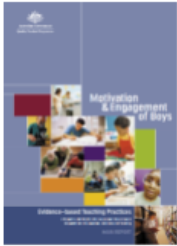
-Co-researching in SW Sydney schools with teachers to research student engagement  
-Joint project UWS with NSW Dept of Education Priority Schools Program

2000  
-  
2005

Table 1 Discourses of Power and Engaging Messages for Low SES Students

knowledge	"We can see the connection and the meaning" – reflectively constructed access to contextualised and powerful knowledge
ability	"I am capable" – feelings of being able to achieve and a spiral of high expectations and aspirations
control	"We do this together" – sharing of classroom time and space: interdependence, mutuality and power with
place	"It's great to be a kid from" – valued as individual and learner and feelings of belonging and ownership over learning
voice	"We share" – environment of discussion and reflection about learning with students and teachers playing reciprocal meaningful roles

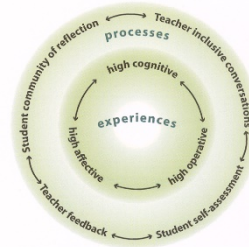
Motivation & Engagement (2006)



'Insider school' framework  
'Engaging messages for students' framework: Knowledge, Ability, Control, Voice, Place

Motivation and Engagement of Boys: Evidence-based Teaching Practices. - MeE Framework

2004  
-  
2005  
  
2006



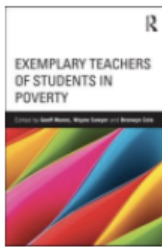
Engaging Middle Years Boys in Rural Settings (2008)



Engaging Middle Years Boys in Rural Settings  
-Action research using MeE Framework  
-Joint project UWS with NSW Dept of Education & Training Equity Programs

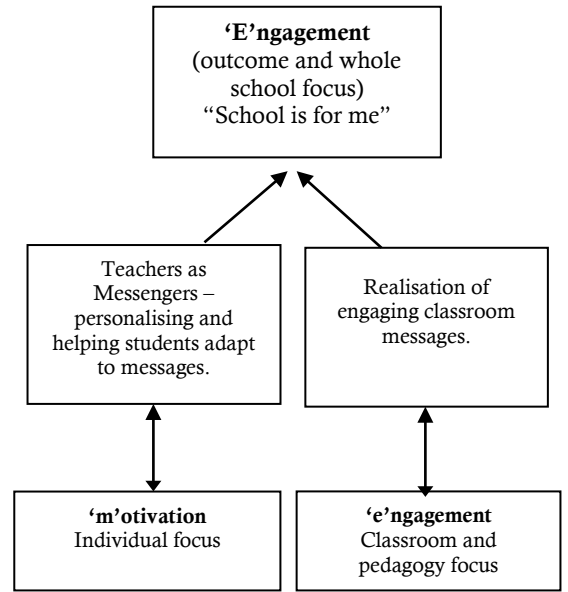
2007  
-  
2008

Exemplary Teachers of Students in Poverty (2013)



Teachers For a Fair Go  
-Case studies of 28 exemplary teachers  
-Pre-school to Year 12  
-ARC Linkage UWS and NSW Dept of Education & Training Equity Programs

2008  
-  
2010



Fair Go from the Get Go  
- Early career teachers  
UWS and S-W Sydney public schools

2011

Engaging Schooling (2018)



Schooling for a Fair Go  
-Teacher Action research  
-Teacher mentoring model within and across schools  
-Whole school investment  
-WSU and S-W Sydney public primary/high schools

2012  
-  
2014



Leadership for a Fair Go  
- 'Insider School'  
- 'Engaging messages for teachers' framework

2017



Engaging messages for teachers		
<b>Knowledge</b>	We want to learn about changing our teaching "let's work together to improve pedagogy"	Reflectively constructed planning for learning based on teacher's knowledge of students, pedagogy, content, and informed by evidence and research: what do you want to change? How will you know it has had any impact on students? We are learning together
<b>Ability</b>	We can make a difference "it's ok to try different things out"	Feelings of being able to make changes to teaching, be innovative, without fear of retribution, in order to make a difference to students' engagement in learning and learning outcomes.
<b>Control</b>	We are the decision-makers "small steps is ok"	Sharing of the decisions on what pedagogical change to investigate in the classroom, what student learning and engagement outcomes do you want, what strategies will we trial, what evidence will we collect
<b>Voice</b>	We have a say about what happens	Environment of collegiality where everyone contributes to the strategic directions of the school and individual professional learning is collaboratively designed.
<b>Place</b>	We feel supported "teaching and working at this school is great"	Valued as an educator, an individual and colleague that is supported to continually reflect on and improve teaching practices