

# AVID

AUSTRALIA 2014  
**SUMMER INSTITUTE**

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# STRANDS

3 - 5 DEC // RMIT // Melbourne



# INTRODUCTION

This brochure contains the Strand information for the AVID Australia Summer Institute 2014. You will find descriptions of all the Strands that are being offered at the Institute this year, and recommendations about the target audience for each. When selecting strands it is best to take into account the needs of the site team at your school or university. Please note that strands need to attract sufficient interest to be able to run.

This year the AVID Australia team at Victoria University are delighted to be co-hosting the Summer Institute with RMIT at their city campus. The General Session will be held in the auditorium of Storey Hall, 342 Swanston Street, Melbourne). Strands will be run on the opposite side of Swanston Street – in the new Swanston Academic Building (SAB), 427 – 433 Swanston Street. Site teams will be held in teaching spaces in either SAB or Storey Hall.

We are excited to offer several new strands for this year's Australian Summer Institute – see the flag next to each.

On the back page of this brochure we have included a checklist, especially for AVID coordinators who may be registering numbers of participants from your school or university.

## **Contact us**

AVID.Australia@vu.edu.au

## AVID Primary Implementation (K-6)

Recommended for first-year participants

For primary classroom teachers and school leaders, from new AVID Primary contracted sites implementing AVID Primary for the first time in the 2015 school year. Four essential components of AVID will be explored: Student Success Skills; Organisational Tools: WICOR (Writing to learn, Inquiry, Collaboration, Organisation, Reading to learn); and Lessons and Partnership. Participants will leave with articulated year-level and site goals, as they relate to high expectations for all students. Additionally, AVID Primary sites will learn effective ways to create smoother transitions, as well as build stronger relationships with their local middle years and secondary schools.

## AVID Implementation: Middle Years & Secondary Schools

For first-year participants and AVID Elective teachers

Intended for new middle years and secondary school AVID academic elective classroom teachers and coordinators who teach the AVID academic elective and may also coordinate the program components at their site. Focuses on the academic and organisational skills needed to effectively advocate for AVID students and implement AVID programme components.

## Tutorology: Successful AVID Tutorials

For AVID Elective teachers and tutors. Pre-requisite: Ideally should have completed AVID Implementation

Prepares AVID Elective teachers/coordinators/university tutors (and designated Site Team members) to train, monitor, and coach AVID Elective tutors and students in implementing rigorous tutorials that increase participation, critical thinking, and student achievement. Participants will learn Socratic methodologies as a pedagogical approach for tutors that reinforce AVID classroom teaching practices.

## Critical Reading 1

For experienced AVID Elective teachers and for subject area teachers (6–12)

This strand focuses on the explicit teaching of active reading strategies that help students to gain deep understanding of expository texts. Participants engage in activities to demonstrate the proven effectiveness of WICOR (Writing, Inquiry, Collaboration, Organisation, Reading) methodologies.

## Writing Middle Years and Secondary Schools

The content will focus on the Middle Level Writing with Integrated Reading and Oral Language and the High School Writing Teaching Guide (both texts are provided to each participant). Participants will practise and discuss specific lessons, engage in numerous strategies, define the role that writing instruction plays in the AVID classroom and subject classes, and discuss models for effective implementation. Participants will also learn how to use the writing Teacher guides as a resource for diagnostics and differentiated lesson development.

## Student Success (years 6–12)

Recommended for first or second year participants

Participants will be trained in AVID strategies, such as goal-setting, organisation, Cornell Note-Taking, and time management, with particular focus on incorporating these university-readiness skills into the subject areas of all subject areas in both middle years and secondary years. This strand will model Writing, Inquiry, Collaboration, Organisation, Reading (WICOR) strategies, in order to show how they can be incorporated into all classrooms to increase the level of rigour and activity and engage all students in all classroom lessons.

## Essential Academic Skills for University Readiness

For secondary school teachers experienced with AVID methodologies, and who have completed AVID Summer Institute Implementation strand and Tutorology strands

This strand focuses on four academic skills essential for academic success at in senior high school and beyond: analysing a prompt, selective and purpose-driven reading, focused note-taking, and integrating sources into texts. The focus on these essential academic skills will provide tools for success for students from Years 9-12 as they head into their final years of high school. The text provided (*AVID College Readiness: Working with Sources*) was written primarily for senior secondary teachers, but the practical resources that will enhance reading, writing, and critical thinking are applicable at all year secondary year levels.

## Differentiation for students with a language background other than English, including English as Additional Language (EAL) students

Recommended for teachers (6-12) teaching any mainstream subject area class that includes students with a language background other than English (LBOTE) or a designated EAL class (English as an Additional Language)

The Write Path English Language Learners Teachers Guide (provided to participants) focuses on providing the skills necessary for students with a language background other than English, including English as an Additional Language (EAL), to successfully navigate rigorous academic curriculum. Activities include Writing, Inquiry, Collaboration, Organisation, and Reading (WICOR), scaffolding for various levels of EAL and LBOTE students across different content areas, academic language building through multiple modalities, modelling, bridging, schema-building, metacognitive development, and contextualisation.

## Maths 1

Recommended for first or second year participants who have not attended an AVID Maths workshop (upper primary to secondary).

Intended for maths teachers new to AVID concepts and methodologies, this strand focuses on the strategies in *The Write Path 1: Mathematics Teacher Guide*. Participants will learn how to use WICOR (Writing to learn, Inquiry, Collaboration, Organisation, Reading to learn) methodologies to support student learning. Instruction includes techniques for implementing AVID strategies in maths courses, including Cornell notes, Socratic Seminar, effective collaborative strategies, and the use of graphic organisers in maths. This strand reinforces the strengths of schoolwide impact of AVID.

## Maths 2

Recommended for second or third year attendees who have taken Mathematics 1 and are experienced with AVID strategies and methodologies.

This strand will introduce additional vocabulary and WICOR strategies as well as deepen participants' understanding of AVID methodologies practiced in Mathematics 1. The focus of the strand will be on ensuring that all students gain access to rigorous instruction through active and engaging activities. Mathematics 2 is organised to reinforce and strengthen vertical team articulation.

## Science 1

This strand is designed for science teachers who want to apply AVID concepts and methodologies to science content areas.

Focusing on the strategies in *The Write Path 1 Science Teacher Guide* (provided to participants), this strand emphasises the use of Writing, Inquiry, Collaboration, Organisation, and Reading (WICOR) as support structures for learning in the science classroom. Participants will learn how to apply WICOR methodologies to strengthen student processing in the science classroom. The strand incorporates strategies for implementing critical reading and writing-to-learn processes, Cornell notes, interactive notebooks, effective use of discussion, and experimental design in science courses. Science 1 is organised to reinforce the strengths of vertical team articulation.

## English 1

Designed for English teacher (6-12) who are new to AVID concepts and methodologies.

This strand discusses strategies from *The Write Path English: Exploring Texts with Strategic Reading* (provided to participants) with the primary focus on a critical reading and writing process that includes the following strategies for print based literary texts: planning for reading, pre-reading, building vocabulary, interacting with the text, and extending beyond the text. Developing Writing strategies, Inquiry, Collaboration, and Organisation are included as tools for developing English skills across genres, from the foundational to the advanced levels. Participants will examine strategies for scaffolding students through the rigorous curriculum in the English class with an emphasis on university readiness.

## Taking AVID Schoolwide –

### Preparing for Certification

Designed for school leadership, Site Team leaders and AVID coordinators with at least two years of AVID leadership experience.

The focus of this strand is two-fold. The first is to deepen the schoolwide impact of AVID in middle and secondary years and build upon the emphasis of initial AVID Implementation to further grow the four Essentials of university readiness and AVID schoolwide. Participants will understand how strengthening the culture, leadership, instruction, and systems at their sites leads to sustainability of the AVID system and the AVID mission of providing university readiness to all students. The second focus of this strand is to build upon developing evidence of meeting AVID Secondary's 11 Essentials towards achieving AVID Certification. Focusing on the Certification Self-Study (CSS) and the many important elements that must be supported in order

to reach a given level of AVID Certification, strand participants will develop a deeper understanding of the AVID University Readiness System and how leadership, culture, instruction, and systems each impact a site's ability to achieve schoolwide impact.

## AVID Tertiary – High Engagement Learning & Teaching Strategies 1

This strand is designed for tertiary staff.  
Recommended for first year attendees.

Participants will learn to use AVID high engagement/ active learning strategies in content courses and how to assess student learning by developing explicit teaching skills in writing and reading within disciplines. Participants will learn how to engage students in inquiry, critical thinking processes, and collaborative learning activities, in addition to improving organisational skills and Socratic Seminars. Participants will leave having practiced and refined specific teaching strategies for increasing student engagement in their academic disciplines and assessing the value of these strategies in enhancing student learning, retention and outcomes.

# REGISTRATION CHECKLIST

To support your team attending the Summer Institute, make sure you have done the following. Links to all are also available on [the Victoria Institute website](#).

1. Registered and paid for the number of people attending the Institute
2. Completed [the Name and Strand Selection form](#).
3. If you and your team are travelling to Melbourne, book accommodation. See the [Accommodation Guide](#).
4. Distribute the AVID Summer Institute link to participants for any further updates, especially related to travel, [access to venue and map](#).

**For any further queries**, contact us at:  
AVID.Australia@vu.edu.au





[vu.edu.au/avid-australia](http://vu.edu.au/avid-australia)