



BECOME AN
AVID SCHOOL

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Students learn better when they know how to learn.

AVID (Advancement via Individual Determination) was created by an English teacher, Mary Catherine Swanson 37 years ago in the USA. She wanted to address the chronic academic underachievement she saw in her class amongst students from diverse and lower socio-economic status (SES) backgrounds. Her strategy was simple: enrol these students in the most rigorous classes and provide them with the support and strategies to learn – and it worked. Out of her first 32 students, all of them went to university (most to prestigious and Ivy League schools). Today, the AVID program has been successfully replicated in close to 6000 schools across the USA and Australia.



AVID in practice

AVID supports schools through ongoing whole school improvement built around a teaching and learning framework called WICOR. WICOR incorporates explicit teaching strategies such as: Critical Writing; Inquiry; Collaborative approaches; Organisational habits and skills; and Critical Reading to develop highly-engaged, self-directed learners.

The AVID program provides extensive professional learning for teachers and leaders to support students in developing the academic behaviours and social skill needed to succeed in education and the work-place. When students are equipped with a reliable base of skills and effective learning strategies, they are able to navigate their ways to success.

A SYSTEM OF CHANGE



Continuous Improvement

Determined students, teachers and leaders embrace the opportunity to reflect and revise their approach to achieve their goals. The AVID system fosters a culture of continuous improvement and provides the tools for schools to measure, evaluate and refine their strategies.

Professional Learning Continuum

The AVID system has been designed to support teachers at every stage of their career development. Teachers are provided with high engagement strategies and the explicit tools for immediate implementation in the classroom.

Regular opportunities to practise, consolidate and refine their skills helps to build teacher capacity, confidence and effectiveness. Over time, schools develop their own internal expertise to sustain change and drive a culture of continuous improvement.

AVID Foundations

Students are equipped with the cognitive and organisational skills that teaches them to study effectively. With greater clarity of organisational thought, students have the necessary foundations for deeper critical thinking. AVID students are able to actively engage in analysis and discussion both independently and in groups, to further their understanding and ask critical questions. Utilising AVID's subject literacy strategies, students can interact with ideas and demonstrate their knowledge with purpose and structure.

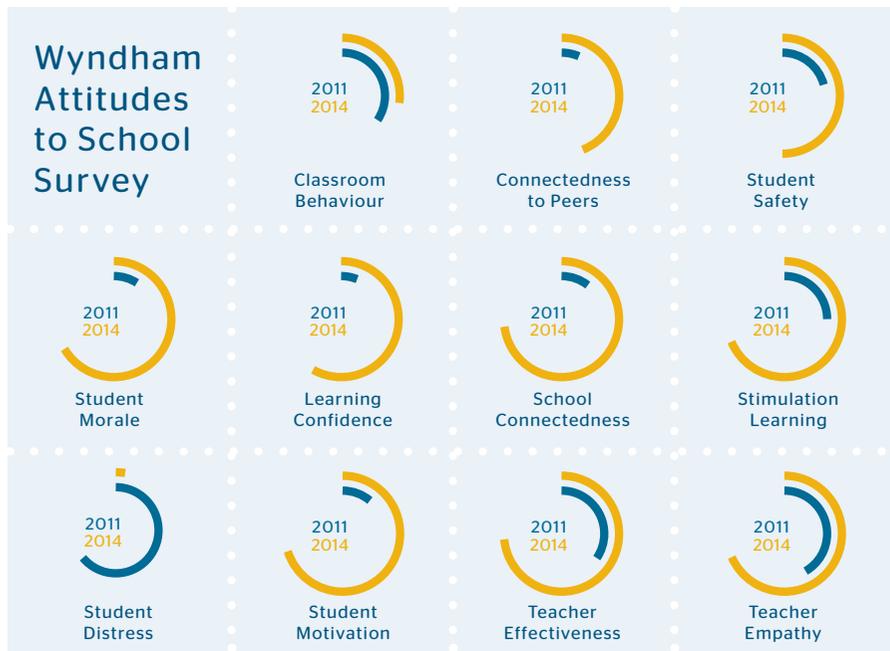
Teachers are supported with ongoing professional learning to implement these strategies in their classrooms and facilitate a learning culture that encourages engaged learners and critical thinking.

WHAT AN AVID SCHOOL LOOKS LIKE

Wholeschool Improvement

It takes a united and consistent approach across a school community for students to thrive. AVID's integrated approach helps schools to develop consistency and accountability across the school by simultaneously focusing on the needs of students, teachers and the school's leadership. Whole-school improvement is a challenging and ongoing process of review, planning and refinement. AVID provides schools with extensive support to transform their academic and wellbeing outcomes, including analysis of data, consultation on effective AVID implementation, and customised solutions to guide improvement over time.

The Victorian Department for Education's Attitudes to School Survey highlights the transformation of one AVID school in just three years. A more than 10-day drop in the average absence rate along with changes in students' attitudes to various aspects of schooling, show a significant improvement in the school's trajectory.



Wyndham Central College (2015). Victorian Department of Education Attitudes to School Survey

Supporting teachers

When teachers use high engagement strategies, they cultivate pro-active learners. At AVID, supporting teachers to be their best, no matter where they are in their career, is one of our main priorities.

99 percent of participants at Summer Institute (AVID Australia's professional learning conference) recommend the quality of professional learning and believe that the strategies they learned can be implemented in their classroom straight away. Summer Institute's immersion model of professional learning has received numerous awards. It allows teachers to experience the deep learning journey their students have to follow, making them more confident and able teachers.

Join an international network of professionals

The international AVID community is committed to ensuring all students can reach their potential, regardless of their postcode or circumstances. Teachers and schools are able to utilise the expertise of likeminded professionals to share strategies, build communities of practice and drive improvement and growth in their communities.

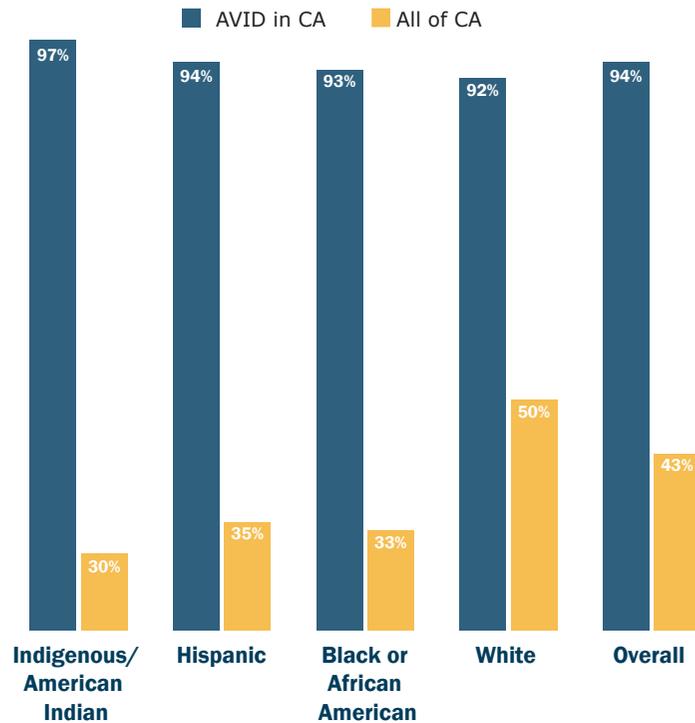


Student achievement

An AVID student learns how to take ownership of their academic abilities and develops the determination and motivation to pursue future opportunities.

Over 37 years of American data shows that AVID students achieve significantly higher academic results compared to national and state averages of non-AVID students. Just over 30 percent of non-AVID Hispanic and African American students meet the higher education entry standards in California. This stands in stark contrast to the more than 90 percent of AVID Hispanic and African American students who meet the entry standards.

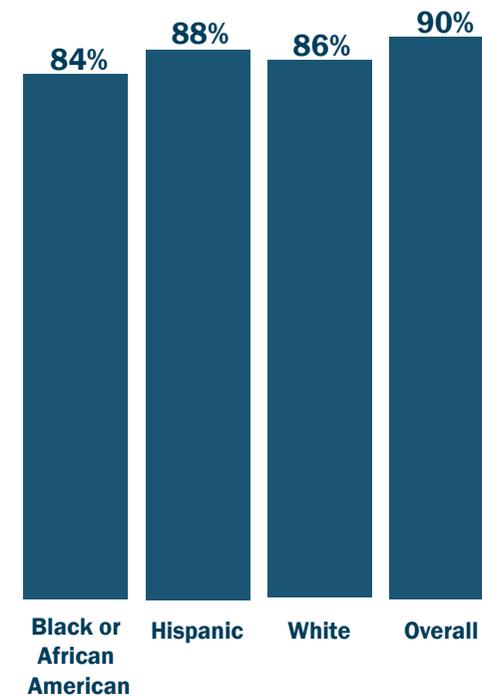
**Meeting Higher Education entry standards:
AVID vs non AVID students (in CA, USA)**



AVID. (2015). AVID senior data collection.
California Department of Education Data Reporting Office. Retrieved from CA.gov.

AVID builds resilience, determination and practical learning skills that enable students to succeed in post-secondary education and beyond. While gaining admission to university, vocational pathways or the workforce is an important step, AVID students demonstrate the necessary persistence and resilience to negotiate transitions. The graph below shows that over 80 percent of AVID students (regardless of their background) will stay at university, after completing their first year.

**Rates of persistence into the second
year of college for AVID seniors
who enrolled in the first year after
high school graduation (USA)**



AVID. (2014). AVID senior data collection.
National Student Clearinghouse Research Center. (2016, May 3).
Retrieved from National Student Clearinghouse Research Center.

NEXT STEPS

A commitment to professional learning and growth

The professional learning component of AVID is central to its quality and sustainability. AVID's professional learning model consists of three parts and schools are able to access all three of them throughout the year.

- ▶ Summer Institute is our premier professional learning conference that facilitates a full immersion model where teachers get to experience the learning process from the student's perspective. This allows teachers to critically engage with their practice and experiment with a number of explicit teaching strategies.

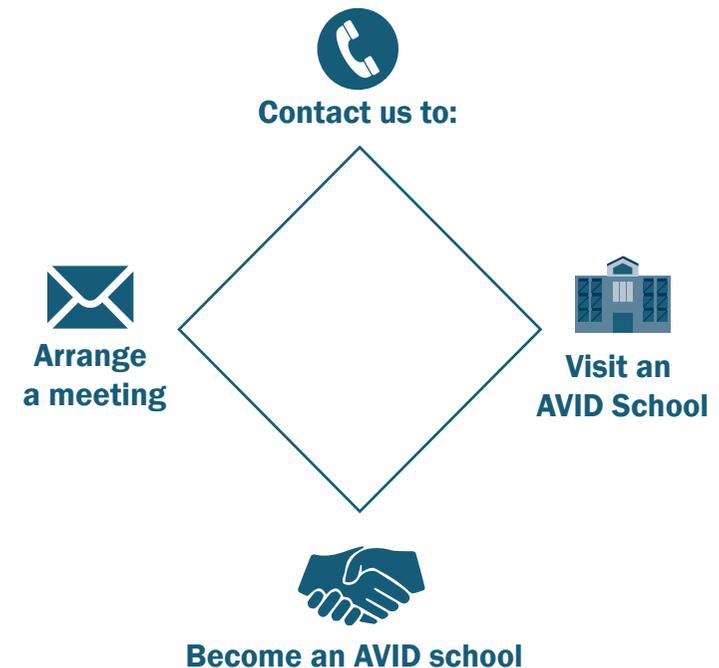
Over the course of three days, participants are assigned to a single strand with scheduled times to meet with members from their own school to plan their school's implementation. A wide range of strands are offered that draw from the latest national and international research.

- ▶ Tailored professional learning is delivered onsite by AVID Staff Developers to each school, for at least two days each year, customised to suit the school's specific training needs.
- ▶ Over time, AVID helps schools to develop their own internal expertise so that schools can offer their own training to staff. This is a vital component to drive continuous improvement.

Resources

Schools are supported with a variety of resources filled with high engagement teaching strategies.

- ▶ **The AVID library** provide schools with access to host of curriculum texts to assist with implementation.
- ▶ Access to **MyAVID**, a rich online repository filled with AVID resources.
- ▶ **AVID Australia Monthly** is a resource that provides schools with nine AVID lesson plans and accompanying resources for nine months of the year. These lesson plans are a supplementary resource written by an experienced team to embed AVID strategies with differentiation and rigour.



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