

AVID NATIONAL CONFERENCE 2020 *ZOOM & BLOOM*



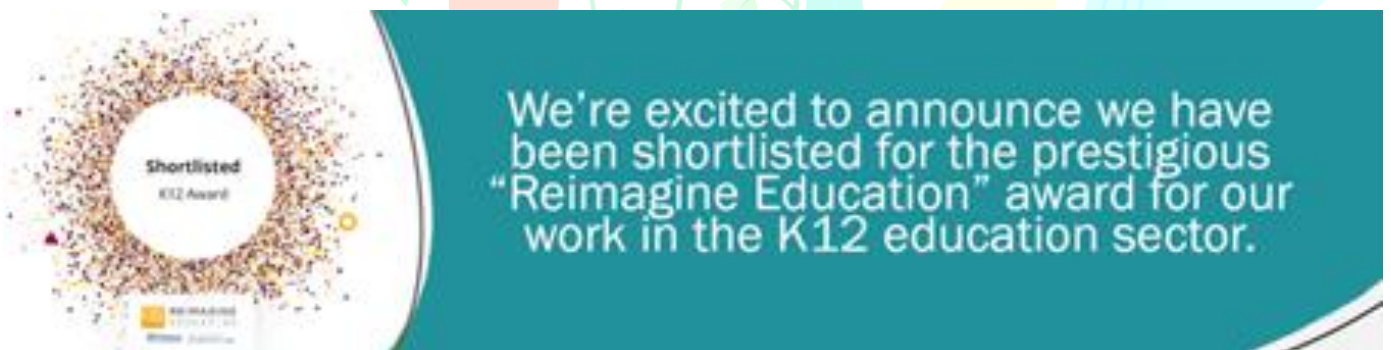
3 – 4 December 2020, Online
**WORKSHOP GUIDE FOR AVID
SCHOOLS**



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Our **theory of change** is that
if we hold all students and teachers accountable to the
highest standards,
by providing academic, social, and emotional support,
then they will rise to the challenge.



Conference Overview

This year the world looks a little different, and so will our National Conference. We are excited to share our vision for the future with an immersive and virtual networking experience.

We will celebrate the teaching profession and excellent classroom practice and acknowledge how students and teachers have *Zoomed and Bloomed* in a year that continues to bring unforeseen challenges.

National Conference will feature keynote speakers, practitioner-led workshops, a student panel, and health and wellbeing sessions.

Participants will be able to choose from sessions that explore:

- Implementation journeys, the impact of change in schools and the benefits of sharing a common academic language and learning and teaching strategies schoolwide
- How WICOR – AVID’s high engagement teaching and learning framework – supports teachers in developing rigorous and engaging learning experiences for their students
- How teachers can enable students to build relational capacity and develop the social and emotional skills required to form life-giving relationships and improve academic outcomes
- Metacognition, collaboration, and inquiry, and how students can be supported to clarify their own thinking, probe others' thinking, and work through ambiguity
- Feedback, student voice and student agency.

Registration and Pricing

Half-day tickets and full day tickets are available for AVID National Conference.

½ day ticket:	\$90
1 full day ticket:	\$160
2 full day tickets:	\$300

A half-day ticket enables you to participate in:

Workshop 1 and Keynote/Student Panel

OR

Workshop 2 and a Health and Wellbeing session

AND

the Virtual Networking session
on either day

**A full day ticket enables you
to participate in all sessions
on either day.**

Refer a non-AVID colleague & receive a 10% discount on your registration!

If you have colleagues at schools that are not currently implementing AVID, spread the word about the AVID National Conference, and if they register and nominate you as their contact, you will receive a 10% discount on your registration.

Practitioners from non-member schools will be able to choose from sessions whose target audience are educators with no or very little knowledge of AVID strategies and the AVID way.

Schedule (All times in AEDT)

Thursday 3 December 2020					
10.50 am–Midday	Session 1				
12.10–1.20 pm	Keynote Speaker: Toni Powell				
1.20–1.50 pm	Refreshment Break				
1.50–3 pm	Session 2				
3.10–4.15 pm	Health and Wellbeing Sessions				
	Breathing Space: Fisher Leadership	Mindfulness theory, research & practice: Smiling Mind	Relax Yoga: Aaron Joyner, Victoria University	Virtual Training: Brooke Olsen, Victoria University	Supporting Students Emotional Wellbeing and Academic Focus Through Mindfulness: Marsden State High School QLD
4.25–5.15 pm	Virtual Networking				

Friday 4 December 2020					
10.50 am–Midday	Session 1				
12.10–1.20 pm	Student Panel: AVID Alumnae ~ Where are they now?				
1.20–1.50 pm	Refreshment Break				
1.50–3 pm	Session 2				
3.10–4.15 pm	Health and Wellbeing Sessions				
	Breathing Space: Fisher Leadership	Mindfulness theory, research & practice: Smiling Mind	Relax Yoga: Aaron Joyner, Victoria University	Virtual Training: Brooke Olsen, Victoria University	Regulate, Relate, Reason: A Metacognitive Pathway to Build Relational Capacity & Engagement: Yudi Gunyi School NSW
4.25–5.15 pm	Virtual Networking				

10-2-2 Processing Activities

Presented by Connie Faranda and Leanne Gagatsis: Wyndham Central College VIC

Audience: Secondary

Years of AVID Implementation: New to three years' experience

Would you like your students to process information more effectively using a variety of group and individual processing activities? Processing and collaboration are essential for student success as they deepen metacognitive thinking, accelerate learning, and broaden perspective. Utilising processing and collaborative structures to provide students with the opportunity to work with peers from diverse backgrounds and with varying experiences, strengthens not only the class community, but enriches the learning experience for every student involved.

Activating Student Advocacy through Culturally Responsive Pedagogy

Presented by Lauren Ramers: University of San Diego and Jeff Freund: Wichita Public Schools

Audience: Secondary and Higher Education

Years of AVID Implementation: Two to three years' experience

Research into cognitive science and learning suggests that students learn best when teachers use instructional practices that are filtered through their gendered, socio-economic, and cultural lenses (Hudsmith, 1992).

In this session, participants will examine the uses of culturally responsive pedagogies in the AVID classroom as a means of attending to students' unique experiences and needs. This is especially relevant considering the increasing diversity of modern society and the ways in which globalisation, migration, systemic racism, linguisticism, identity politics, and sociopolitical polarisation affect today's students. After all, as society becomes more diverse, our pedagogies must react in variegated and intersectional ways (Hammond, 2015) in order to inform, empower, and inspire student voice and activism. This is especially salient in the AVID classroom where students engage with the life experiences of those who either reflect or diverge from their own. Further, positive social transformation is fostered by exploring how culture and power interact in the classroom (Darder, 2015).

Participants will learn how to incorporate various brain-based and culturally responsive and sustaining practices to ignite student voice and activism in their communities.

Darder, A. (2015). Culture and power in the classroom: Educational foundations for the schooling of bicultural students. Routledge.

Hammond, Z. (2015). Culturally Responsive Teaching and the Brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin.

Hudsmith, S. (1992). Culturally Responsive Pedagogy in Urban Classrooms: How Two Teachers of Aboriginal Students Cater for Cultural Differences and Minimize Conflict. *Aboriginal Child at School*, 20(3), 3-12.

AVID and Athletics - A perfect match

Presented by Central Hicks and Bernadette Hicks: Shoemaker High School Texas

Audience: Secondary and Higher Education

Years of AVID Implementation: All levels of experience

The purpose of this session is to accentuate and realise the relationship between AVID and athletics and how this symbiotic relationship can create an AVID schoolwide culture as more students are reached and taught AVID strategies.

Coaches will be provided with the knowledge and skills necessary to implement AVID as an integral part of their athletic as well as their academic endeavours. Non-coaches will explore ideas as well as examples of how they can reach their student athletes with tangible AVID strategies and academic examples that are directly tied to athletics.

Bridging the gap – Maths during F.A.R.L and for all time

Presented by Kim Mitchell, Toni Havers, Wendy McCall and Jenny Robinson: Kurunjang Primary School VIC

Audience: Primary

Years of AVID Implementation: New to AVID

In this session, participants will learn of our journey as one of seven pilot schools that participated in the AVID Myer Maths trial and be provided with opportunities to build their competence and confidence as primary teachers who improve students' learning of, and engagement with Mathematics.

Participants will be equipped with three key strategies that build academic vocabulary, fluency and understanding of Primary Maths. Tailored to suit your Primary cohort, this session will enable collaboration with AVID Myer Maths trial participants and provide clear and proven strategies that can be immediately used in lessons upon your return to school.

Participants will also learn how to combine maths and WICOR strategies within the classroom, which have resulted in a great improvement in the collective efficacy in numeracy across our school.

Closing the Digital Divide: Innovative Strategies Beyond the Four Walls

Presented by Liza Ferreira and Dr Eddie Ruiz: Charter Schools USA Florida

Audience: F-12

Years of AVID Implementation: New to three years' experience

Join us for an in-depth conversation around how schools in the United States have embraced the opportunity of teaching beyond the four walls of the traditional classroom. During this workshop participants will share how they have embedded synchronous and asynchronous instruction for students in various modalities of learning. Participants will then examine AVID classrooms within Charter Schools USA that are using innovative and blended learning modalities to reach face-to-face and mobile learners. By engaging in this workshop participants can re-examine their current learning models with an equity lens that will focus on intentional practice of culture, leadership and instruction that will lead systems to closing the digital divide.

Planned Perplexity: Using Sequenced WICOR Strategies to Engage Students in the Analysis of Documents or Literature Excerpts

Presented by Donald Davis and Katelyn Beaman: Canyon Springs High School California

Audience: Secondary

Years of AVID Implementation: All levels of experience

Puzzlement? Some teachers want to avoid perplexing situations fearing student confusion, but AVID teachers invite students to be perplexed and experience “puzzlement!” Teachers will experience strategies that prompt students to analyse multiple documents or literary excerpts, present their findings to their collaborative group, address an essential question and, as a group, build a thesis with a clear perspective/viewpoint.

Students will “Make Thinking Visible” by either creating a “Planned Perplexity Poster” or PowerPoint/Google Slides. Teachers will be provided with a Google Slide/PowerPoint template designed to present students with direction for sequenced and scaffolded WICOR strategies. Students are given instruction for “unpacking” documents’ meanings, “collaborating” with peers and finally, making their group’s thinking visible through a poster (when in a classroom setting) or (for distance learning) digital slides.

Promoting Student Voice

Presented by US AVID Staff Developers: Betsy Armstrong and Leann Marshall

Audience: Secondary

Years of AVID Implementation: Two or more years of experience

Participants will learn how to incorporate student voice into the walk-through process in order to open dialogue between students and teachers around good instruction and student engagement. This is an opportunity to train students to observe and record student and teacher actions in the classroom. By collecting varying viewpoints on teaching and learning, we increase dialogue surrounding student-teacher connections, also providing the students with time to reflect on their own academic and social behaviour.

This is not Another Typical Zoom Meeting: Inquiry, Equity, and Practical Application

Presented by US AVID Staff Developers: Debbie Shapiro, Rachel Juarez-Torres and Kristie Gerdes

Audience: F-12 and Higher Education

Years of AVID Implementation: All levels of experience

COVID-19 has presented an opportunity to optimise technology to reach and teach a wide variety of learners. Capitalising on this opportunity is essential as equitable workplace practices are critical in today’s global society. In this session, we will reimagine WICOR tools in the online environment to leverage and empower students to think at a higher level. Reading to learn strategies, Bloom’s Taxonomy, and Costa’s Levels of Thinking will be modelled and utilised as participants develop a bank of transferable question stems and sentence frames to take back to their students. Through the intentional scaffolding of skills, the opportunity to level the playing field for learners and workforce personnel will be highlighted. The session will encompass practical strategies that can be modified and applied immediately for use in the classroom and beyond. Come prepared to dive in and dig deep in this exciting, engaging, and fast-paced session.

Zoom your English/AVID

Presented by Annie Camacho: Bishop High School California and John Froess

Audience: Secondary

Years of AVID Implementation: All levels of experience

As a 31-year veteran teacher, I sat paralysed in front of the computer before the first week of school, in despair of how I would navigate this new world of digital teaching. How would I bring my skills that I have honed over the years to my students who were also novices in digital learning? The answer? Do what I have done for the past 3 decades...pick myself up, dive in, talk and collaborate with amazing colleagues, learn from my students, design, revise and implement innovative strategies through WICOR-based instruction. The goal? To bridge the gap between what we knew a year ago with what we are facing today.

In this session, we will learn and practise AVID strategies that will enable teachers to build a path to their students by increasing student engagement and scaffolding access to rigour. We will discuss ways to close the opportunity gap, using Zoom and Google tools. My hope for all of us during this session is that we will walk away refreshed, inspired and ready to move forward with these new challenges, knowing we have a community of teachers who can prepare our students to be ready for the future in the 21st century!

12.10 - 1.20 pm

Thursday 3 December 2020: Keynote

Toni Powell is the owner of an interesting life that has included being an award winning filmmaker, a very wayward teenager, a mother of 5, an author, a jewellery designer, a TEDx & Goalcast speaker, a victim of gang rape, a film festival director, the subject of ABC's 'Australian Story', a gifted storyteller, a homeless squatter and, these days (would you even believe it?), a specialist in wellbeing, happiness and great relationships.

She is proof that you never know what life will bring, that failure and disaster can be a fantastic springboard and that you can overcome almost anything with a few simple tools.

She works with schools and institutions such as Geelong Grammar and Monash University and takes her entertaining & effective programs into companies like Westpac, BHP & Allianz – these days via online courses. Toni is also a popular keynote speaker and has graced the stage alongside luminaries such as His Holiness the Dalai Lama & Brene Brown.

In this interactive session master storyteller Toni Powell shares some amusing true tales.

Real stories that really happened and that actually taught Toni how to worry less and be happy more.

Expect some science, some 'aha' moments and some very simple practical tools that might well make your life better. Actually, they might make your life a whole lot better!

1.20 - 1.50 pm

Thursday 3 December 2020: Refreshment Break

AVID in an Infants' Classroom

Presented by Kelly McTierman and Morgon Bonnor: Orana Heights Public School NSW

Audience: Primary

Years of AVID Implementation: New to three years' experience

Ever wondered how the WICOR strategies can transform your teaching and your students' literacy outcomes in a Kinder to Year 2 setting? In this session you will learn and apply a range of hands-on, practical AVID strategies to build upon your skill sets to support Organisation, Collaboration and Writing for both you and your students.

You will be shown how a Kinder to Year 2 classroom can be effectively organised to promote a positive culture, independence, and student accountability for learning. Using a mentor text, you will learn how to foster classroom collaboration, and implement reflective writing and note-taking practices through Quickwrites and 3 column notes. This practical session will provide you with real life examples from an infants' classroom that can be implemented tomorrow and empower students to improve their learning outcomes.

AVID Schoolwide at Bakewell Primary

Presented by Nikki Konieczny and AVID Site Team: Bakewell Primary School NT

Audience: Primary

Years of AVID Implementation: New to three years' experience

The Bakewell Site Team will share experiences from our journey in creating and maintaining AVID schoolwide. We will share our implementation strategy, challenges, and successes and what we do now to sustain AVID in every classroom, every day. Participants will have ample opportunity to ask questions and access resources and student samples that have helped us achieve our goals. Participants will also be invited to identify an AVID strategy that they would like to see implemented schoolwide and together we will plan a way for this to become a reality while discussing the different challenges that may arise and creative ways to move forward. This session is about embracing the supportiveness of the AVID Australia community and helping one another achieve our goals at our AVID schools.

Building Your Own Teaching and Learning Framework

Presented by Don Cameron and Jenna Cullen: Marsden State High School QLD

Audience: Secondary

Years of AVID Implementation: Four or more years' experience

After nearly 10 years of implementing the Art and Science of Teaching (ASOT), Marsden State High School decided to go it alone and develop their own teaching and learning framework. This is their story. Find out the process and go on a journey to discover the outcome. At Marsden, we have a student cohort of 2850, representing 54 nationalities, with primarily low socioeconomic backgrounds. Marsden also has the added complexity of 70 early career teachers with between 1 and 3 years of practice, with 40 teacher mentors. In 2019 we decided to re-examine the original ASOT framework and develop a new model to support teachers based on the identified learning needs of our students and school context. School leaders will learn why consultation of all stakeholders was key and be invited to explore Marsden's process that will empower them to discover their school's potential to meet the needs of the school community.

Critical Reading in the Digital Classroom Environment

Presented by Ray Sherriff and John Cutter: Wyndham Central College VIC

Audience: F-12

Years of AVID Implementation: New to three years' experience

The critical reading process triggers powerful images, stirs opinions, connects experiences, and encourages students to make assumptions and beliefs about the world. We will follow a step-by-step process to conduct critical reading in your classroom to excite your students about the classroom content and the world.

We will chart the text, interact with the text, extend beyond the text, and collaboratively explore the ideas within the text. The critical reading skills that you acquire in this session will be applicable to every subject that you teach, and you will find that it works equally well in both your Year 12 class and your Year 4 class.

The success of the critical reading process is limited only by your students' imaginations.

Deepening Inquiry through Research

Presented by Erin Baker and Alana Summerhayes: Baldivis Secondary College WA

Audience: Secondary and Higher Education

Years of AVID Implementation: All levels of experience

In this session participants will develop an understanding of the importance of authentic research to the learning process and be equipped with skills to develop students' research capabilities. Together we will explore how we can implement student-led research and hook students into the process of building their understanding. The learning process within the session will link to AVID Writing for Disciplinary Literacy - Research Process Chapter and provide participants with knowledge of how to apply this within their context.

Leading AVID from the Ground Up

Presented by Ali Parolo and Paul Johnston: Baldivis Secondary College WA

Audience: Secondary

Years of AVID Implementation: Four or more years' experience

Adults thrive in work environments characterised by autonomy, competence, and relatedness. In order to build a sustainable, highly relevant AVID system, with a strong leadership culture, AVID Instructional Coaches (AIC) were appointed to work with teachers within their content areas to ensure that practices such as higher level questioning, active learning, and the use of academic language are the norm rather than the exception.

The aim was to be able to support the professional growth of colleagues within the specific context of the content area to improve practice and enhance student outcomes. By abandoning a top-down approach, we set about driving change and sharing best practices throughout the school. Through coaching, mentoring, and modelling, AIC teachers are able to de-mystify this thing called AVID. By working shoulder to shoulder with their colleagues, AIC teachers not only support colleagues to integrate new and alternative approaches into their existing repertoire of skills and strategies, they arm them with the inner confidence to take risks to try new things and become self-determining in their own professional journey.

It is the AIC teachers who have helped teachers to truly understand that AVID is not a thing, it is a language and that you don't do AVID, you become AVID!

Mrs Williams, why do you expect so much? Because class you blow me away every day.

Presented by Lisa Williams and Mark Stokes: Charthouse Primary School WA

Audience: Primary

Years of AVID Implementation: Two to three years' experience

This session will detail the journey of Charthouse Primary School in Waikiki WA in the successful implementation of Socratic Seminars across all year levels. Participants will gain a theoretical understanding of the Socratic Seminar, a core strategy of inquiry-based learning, and reflect upon the importance of building relational capacity as a precursor to this strategy. Implementation and instructional details will be clarified, in addition to ways in which to overcome common implementation challenges when committing to the use of Socratic Seminars in the primary school. Participants will also discover how the Socratic Seminar can be utilised to develop critical thinking across the curriculum.

Reimagining the AVID Elective at our School

Presented by Nicholas Stansbie and Dr. Sarah Bond: The Southport School QLD

Audience: Secondary

Years of AVID Implementation: New to one years' experience

The Southport School (TSS) is a boys' boarding school on the Gold Coast. Each year, we have between 40 and 50 new boarders starting with us in Year 7, joining a cohort of 170 boys. Most of these boarders originate from rural Western Queensland and NSW and from further afield. Many have only attended a small country school before, and some have only ever experienced distance education via School of the Air. These boys therefore need significant support on many levels, including social, emotional, and academic, as they make this transition. They need support with their organisation and self-management, but they also need to feel part of an academic community, where learning is fun and collaborative as well as challenging.

As part of the evening homework program, we introduced a number of elements of the AVID Elective, including focused note-taking and summary writing, and also started to use older boys and former students, particularly those who have also themselves had a similar experience, to develop an AVID Tutorial program. We will share what we have learned and the strategies we have developed.

Strengthening Relationships through Collaboration in the Classroom

Presented by Alice Upcher and Lauren Collins: Marsden State High School QLD

Audience: F-12

Years of AVID Implementation: New to one years' experience

This session will introduce participants to a variety of engaging AVID strategies and build understanding of how these strategies can be implemented in a variety of classroom contexts to support relational capacity. Participants will engage in an activity to promote communication between teacher and students, a collaborative activity that incorporates organisation and movement around the classroom, and activities for brainstorming and reflection. Participants will understand how to implement these strategies in their own classroom, experiencing the activities themselves in a digital space. Teachers new to AVID will leave the workshop with strategies they can immediately add to their teaching suite and introduce in their classrooms.

Student Leadership: Extending AVID into the Community

Presented by Jan Pennisi and Beau Wilson: Wyong High School NSW

Audience: Secondary

Years of AVID Implementation: All levels of experience

Have you ever wondered how the skills of AVID can be harnessed beyond the classroom? This session will introduce participants to innovative ideas to connect students with authentic leadership experiences. Wyong High School AVID students have had experience driving community projects that seek to offer students both a platform for authentic student voice and the opportunities to develop leadership skills in the broader community.

- Learn how to link students with aged care residents in a project that transcends generations and celebrates lifelong achievements.
- See students produce social justice videos that aim to educate and empower future generations through a national competition.
- Speak to students who have risen to the pinnacle of school leadership and credit AVID for their personal journey.

This is an opportunity to see the enormous potential that AVID can have for the holistic development of students.

Writing in the margins - The Super Six

Presented by Del Cutter and Amanda Chivers: Wyndham Central College VIC

Audience: Secondary

Years of AVID Implementation: New to one years' experience

Would you like your students to engage with more rigorous texts and go deeper than simply numbering paragraphs and underlining important information? In this session we will explore a fun and easy to implement reading strategy that can be used in any subject and at any year level. You will learn the traits of effective readers and how to support students with a range of reading levels in your class. This is a highly collaborative session which models the strategies used in the classroom. You will also have an opportunity to share ideas on how you will implement the super six in your own classroom.

Breathing Space Powered by Fisher Leadership

Therese Joyce is an executive wellbeing strategist and program manager for Breathing Space, a leadership program for mental health and wellbeing. Therese has two decades' experience in education and for nine years she was the Principal of an international language school in Toronto, with an annual 2000 students from over 60 countries. With an MSc in applied positive psychology and as a certified facilitator of Values in Action, Therese loves helping people find ways to manage wellbeing even through challenging or stressful times, to not only survive, but to thrive.

2020 has shown the world how incredible our schools, teachers and education system can be. Now, more than ever, school leaders and educators need practical ways to embed wellbeing in their lives at work and home. In this interactive session participants will explore approaches for managing stress and how to thrive (and bloom) even when faced with difficult circumstances. Especially for school leadership, we will look at strategies to engage staff and to check in with people even when they are working remotely or have very different personalities and/or teaching styles.

Mindfulness theory, research, and practice by Smiling Mind

Vanessa Landsdown is a registered Psychologist. She is trained in the globally renowned Mindfulness Based Stress Reduction program John Kabat Zinn and teaches mindfulness skills with adults, teachers, and adolescents. Vanessa has also delivered mindfulness workshops using art, music and architecture for the Sydney Opera House and the Art Gallery of New South Wales. She is passionate about meditation and has personally felt the benefits of meditating for over 17 years. Since joining Smiling Mind in 2017 Vanessa has delivered workshops in hundreds of different schools across New South Wales and loves being able to help teachers support themselves and their work.

This workshop introduces mindfulness theory, research, and practice, providing attendees with a solid understanding of what it is, why we need it, and the science behind the benefits. It also looks at how mindfulness fits into a school setting and includes a brief overview of the Smiling Mind resources for implementing mindfulness in the classroom and professional development opportunities for educators wanting to learn more.

RELAX YOGA

Aaron Joyner is the creator of POP YOGA, a yoga program choreographed to soundtrack of pop music. Aaron spent over a decade running an award-winning theatre company recognised as 'Melbourne's pioneering musical theatre company' (The Age), before pivoting into yoga and group fitness in 2013. By 2015 he had become a national assessor for an international fitness company and was recruited as a public representative at major fitness expositions. After entering a global competition to find the 'world's #1 group fitness instructor', he won the semi-finals with a perfect score from one of the judges and was then sent to the finals in Sweden as the Australasian representative, making his mark upon the world stage.

This session will be gentle yoga stretches and breath work, finishing with a guided meditation. We recommend that participants wear comfortable, loose clothing. If possible, a yoga mat or towel is advised, but a carpeted floor can also be suitable.

Supporting Students' Emotional Wellbeing and Academic Focus Through Mindfulness

Presented by Alison Hickey and Jenna Cullen: Marsden State High School QLD

"Harvard conducted a research study and studied 1000 people from birth to age 32, looking for what made someone successful. What common characteristic or trait was seen in a successful individual? It was self-control. Those who were successful, who had good careers, who had financial stability, loving relationships, and physical health, they were the ones who could focus, pay attention, and regulate their emotions. They were the ones who practised mindfulness."

- AnnMarie Rossi.

Our days are increasingly busier and constant distraction has become a way of life, especially for our young people. As teachers, what tools can we harness to support students to focus their attention, control impulsivity, and manage their emotional well-being? At Marsden, we have a student cohort of 2850, representing 54 nationalities, from primarily low socio-economic backgrounds. In Term 3 this year, all AVID students at Marsden participated in a day where they practised yoga, visualisation, and mindfulness. Additionally, they learned about the research highlighting the positive impact on learning of these methods.

Join us to learn about the science of mindfulness, and to explore a variety of practices for yourself. You will leave with practical activities that you can implement in your classroom and an understanding of their impact on learning.

Virtual Team Training

Brooke Olsen is the Fitness Centre Supervisor at Victoria University, Footscray Park. Brooke has a bachelor's degree of exercise Science and Human Movement and is a qualified Strength and Conditioning coach. Brooke has been leading VU Virtual training sessions since March 2020.

Virtual Team Training is a fun but challenging session run by a Personal Trainer that targets different areas of the body. Each person works at their own pace, making it perfect for beginners through to advanced, with different progressions available for each exercise. You will need enough room to lay down with your arms over head and be able to wave your arms around without knocking anything.

Equipment used in Virtual team training is usually a towel, a chair and some form of weights or resistance (if you don't have weights or resistance bands you can use a shopping bag filled with books or some bottles filled with water).

Work to your abilities, challenge yourself if the exercise is getting easy, or pace yourself if you are new to this.

4.25 – 5.15 pm

Thursday 3 December 2020: Virtual Networking

A Practical Guide to AVID strategies for teachers new to AVID

Presented by Alison Clark, Karen Jones, Mitch McNeil: Wadalba Community School NSW

Audience: Primary and Secondary

Years of AVID Implementation: New to AVID

Taking on an AVID class as a new teacher to the program can be both exciting and overwhelming. The combination of new terminology and the abundance of strategies that can be implemented adds another layer to the AVID lesson plan, often making planning a daunting task. This option is designed for teachers of any subject area who are new to AVID or teachers wanting to revisit and refresh their strategies for student engagement and that readily demonstrate student knowledge. Participants will gain an understanding of strategies that can be easily implemented into either primary or secondary lessons or programs. Additionally, participants will learn about the importance of relational capacity and WICOR strategies such as focused note-taking, organisation, and classroom management. From this option participants will add to their toolbox of practical strategies that will build relational capacity, increase student engagement, and demonstrate achievement.

AVID and Athletics - A perfect match

Presented by Central Hicks and Bernadette Hicks: Shoemaker High School Texas

Audience: Secondary and Higher Education

Years of AVID Implementation: All levels of experience

The purpose of this session is to accentuate and realise the relationship between AVID and athletics and how this symbiotic relationship can create an AVID schoolwide culture as more students are reached and taught AVID strategies.

Coaches will be provided with the knowledge and skills necessary to implement AVID as an integral part of their athletic as well as their academic endeavours. Non-coaches will explore ideas as well as examples of how they can reach their student athletes with tangible AVID strategies and academic examples that are directly tied to athletics.

AVID Critical Reading

Presented by Lauren Collins and Alison Hickey: Marsden State High School QLD

Audience: Secondary

Years of AVID Implementation: New to AVID

This session will introduce participants to AVID's critical reading and deep reading strategies to engage with texts. Participants will explore strategies to facilitate critical readings of complex texts and experience the critical reading process whilst deepening their understanding of it. Teachers will leave this workshop with a variety of strategies to support students engaging with and comprehending complex texts. This workshop is a fantastic opportunity for teachers new to AVID or new to the critical reading strategy who wish to support the literacy needs of their students and see their students engage with information in texts more meaningfully.

AVID Interactive Notebooks

Presented by Lauren Procter and Alice Upcher: Marsden State High School QLD

Audience: Secondary

Years of AVID Implementation: Four or more years' experience

This session will introduce participants to AVID Interactive Notebooks (INBs). Participants will explore the function of the organised, personalised student reference text - the AVID Interactive Notebook. These subject-specific notebooks hold students' learning, notes, summaries, assessment, and reflections, with effectual set-up. INBs are an effective and engaging way for students to organise and demonstrate their learning with a multitude of benefits from as simple as taking pride in their work, all the way to metacognition.

How INBs are used in your classroom will depend on your subject areas, however INBs lead to an increase in student retention of important knowledge and skills. INBs also allow students to see how they are learning as they recognise how their interaction with the 'input', results in learning demonstrated in a variety of ways in their 'output'.

Celebrating Life Ready Students: Tertiary Education and the World of Work

Presented by US AVID Staff Developers: Betsy Armstrong, Liza Ferreira and Leann Marshall

Audience: Secondary

Years of AVID Implementation: New to three years' experience

A look at key characteristics including, self-awareness, self-care, self-monitoring, and self-advocacy which support AVID students as they develop the skills and perspectives that assist in achieving their aspirations for tertiary education and the world of work. Participants will engage in activities that will help students use their voice to advocate and empower themselves to better determine their future opportunities. Participants will explore resources that support social emotional learning, encouraging students to express themselves and recognise students' ownership of learning. The workshop will also celebrate the successes of incredible schools, school clusters, amazing teachers, and students, as we highlight the uplifting and inspiring human spirit found in our shared experiences.

Developing and Using a Data Wall to Turn Data into Differentiated Instruction for ALL Students

Presented by Leanne Gagatsis and Connie Faranda: Wyndham Central College VIC

Audience: Secondary

Years of AVID Implementation: Two or more years' experience

Join us to discover how at Wyndham Central College we created a simple Data Wall that we use as a tool to visualise both individual students' and whole school achievement data and which guides our AVID differentiated instruction. Building a data wall is a practical and powerful way to focus the work of every teacher on the growth and achievement of every student. A data wall can become the place where teachers gather to tame the torrent of data coming at them and transform it into actionable classroom strategies.

Over time, this not only builds teachers' confidence with incorporating evidence into everyday teaching – it also builds their belief in collective efficacy, that is, teachers' collective power to improve learning outcomes for all students. Data today is instruction tomorrow.

How can AVID's WICOR help me teach?

Presented by Lorraine Spickermann: University of Texas Permian Basin and Rannah Scamporlino: AVID Australia

Audience: Primary

Years of AVID Implementation: New to one years' experience

The session is an overview of AVID's WICOR strategies for more effective teaching. Participants will discover how to transform a teacher-centred lesson into a learner-centred lesson while addressing their students' relational capacity. This will be a hands-on session with practical applications for immediate classroom use.

Immigration to School Leadership: One student's journey with AVID and its Transnational impact

Presented by Lauren Ramers: University of San Diego and Guillermo Cruz

Audience: F-12 and Higher Education

Years of AVID Implementation: All levels of experience

Join us for an intimate conversation between an AVID teacher and her former AVID student who is now working as a school leader and entrepreneur in Mexico. You will hear Guillermo's Mexico – US immigration story, how AVID helped him focus on academics and set his sights on college, and how that experience is helping him today make a difference in his country of origin after being denied US citizenship while he was in community college (higher education). You will hear examples of grit, resilience, fortitude, and individual determination and how Guillermo is innovating in his country to make lives better for the students in his community. You will hear the challenges he has faced during this global pandemic, and his hopes for the future of his students, his community, and his family. This will be an inspiring and emotional presentation.

Guillermo's original AVID teacher will lead the Q & A and will share bits and pieces of her story as it relates to Guillermo and his classmates along the journey.

STEAM Powered By WICOR

Presented by Susan Walker: Williamstown High School VIC and Jay Kurima: US Staff Developer

Audience: Secondary and Higher Education

Years of AVID Implementation: New to one years' experience

In this workshop, we will explore STEAM literacy, mindset, and education through the lens of AVID. The workshop will provide technology-based instructional practices to support WICOR couched in a design thinking model. Educators will leave equipped to identify and expand components of STEAM and WICOR to create engaging and rigorous lessons.

This professional learning is for late primary to university educators. Participants do not have to have experience with AVID methodologies. We have planned highly AVIDised activities immersed in the design model environment to be highly accessible and insightful for all levels of AVID implementation.

The Use of a Jigsaw Read in Zoom as Part of a Scaffolded Approach to Learning in Higher Education

Presented by Alan McWilliams: First Year College, Victoria University and Christian Gilde: University of Montana Western

Audience: Higher Education

Years of AVID Implementation: Two to three years' experience

Students do not always come prepared for engagement with the learning activities planned for each class. A critical pre-class activity of reading a prescribed book chapter or journal article is not always done, thus the teacher feels obliged to “back-fill” information so that the planned activities can proceed. This potentially shifts the class away from student-centred inquiry to a “stand and deliver” model of communicating content.

To address this challenge, the AVID Jigsaw read technique has been adopted in a first-year undergraduate management subject. Students are organised into reading groups of four. These groups are also kept together for the duration of the subject and become a “learning group” for in-class activities such as case study analysis, group discussions and assessment tasks. The use of Cornell Notes is integrated into the Jigsaw and the notes are used as a shared resource by the learning group for assignment work.

The integrated use of Jigsaw read, Cornell Notes and peer-to-peer collaboration has been a challenge in the Zoom environment. However, this workshop presents an example of how the integration of techniques can be accomplished and a student-centred approach to active learning be sustained within the constraints of Zoom.

12.10 - 1.20 pm

Friday 4 December 2020: Student Panel

AVID Tutors/Teaching Alumnae – Where are they now?

As we celebrate AVID teachers, this student panel features AVID student alumnae who are now working as teachers.

Some are also former pre-service teachers who were AVID tutors as part of their university studies.

Their insights on their transformation from AVID students to contributing back to the profession is inspiring.

1.20 - 1.50 pm

Friday 4 December 2020: Refreshment Break

1.50 – 3 pm

Friday 4 December 2020: Session 2

AVID First Steps to Early Stages

Presented by Andrew Cooke and Lauren Collins: Marsden State High School QLD

Audience: F-12

Years of AVID Implementation: New to three years' experience

What AVID leadership looks like in your school will differ depending on your context, but it only takes one passionate educator to introduce AVID to your school. This session will introduce participants to the core elements of AVID, the teaching and learning strategies that AVID encompasses, and the WICOR framework. Participants will understand how to implement AVID within their classroom, and facilitate school wide improvement, leading to increased student engagement and academic outcomes.

Participants will be provided with examples of early stages of AVID implementation across multiple primary and secondary schools in Queensland, and how AVID strategies can be scaffolded in primary school to build upon them once students arrive in the secondary space. Teachers and school leaders will leave this workshop with strategies that they can immediately add to their teaching toolkit and a deeper understanding of how WICOR can lead to improved outcomes for all students. This workshop is a great opportunity for those both new to AVID, or in early stages of their AVID implementation, to further explore AVID and plan the next steps in their AVID journey.

Building Student Autonomy in Using AVID Strategies

Presented by Alana Summerhayes and Erin Baker: Baldivis Secondary College WA

Audience: F-12

Years of AVID Implementation: Two or more years' experience

How do we encourage our students to use the AVID tools we give them?

An AVID student's toolbox is comprehensive, but as we prepare our students for post-secondary studies, how can we ensure that they are autonomous in selecting the best strategy to meet their learning needs? The Honeycomb challenge was developed as a way of encouraging our students to be self-directed learners. Utilising familiar AVID strategies, participants will see how we can build a classroom environment which encourages students to choose the way they express their understandings.

See how utilising this tool has resulted in greater student success in Science.

Construct a 'Bump It Up wall chart' to enhance student learning!

Presented by Kate Whitten and John Cutter: Wyndham Central College VIC

Audience: F-12

Years of AVID Implementation: All levels of experience

In this session we will explore how a "Bump It Up wall chart" can enhance student learning and self-assessment through explicit examples and success criteria that help students build on their current level of achievement. We have had great success with the use of Bump It Up charts to improve the rigour of the focused note-taking system, which we will explore in this workshop as an exemplar. They are equally applicable in the content classroom, regardless of the age of students or subject matter. You will have the opportunity to collaboratively plan for the construction of a Bump It Up wall relevant to your field of teaching.

Creating a Virtual Staffroom for your AVID Resources

Presented by Belinda Considine: Wyong High School NSW

Audience: F-12

Years of AVID Implementation: All levels of experience

This session will show participants how to find resources and materials using the MyAVID website and determine easy ways to share them with their colleagues, either face-to-face or socially distant. The session will also demonstrate how easy it can be to find digital resources for your use; create digital staffrooms in which teachers can learn and share students' successes and effective ways for sharing AVID practices with colleagues.

This session is ideally suited to teachers in AVID schools with a MyAVID account. Teachers will come away from this session with an understanding of how to find AVID resources and be able to share their knowledge with their colleagues immediately.

Our Journey: A Guide to How We Grew AVID Schoolwide

Presented by Lana Dess, Paula Fletcher, Tamara Shepherd and Deborah Duffy: Dubbo Public School NSW

Audience: Primary

Years of AVID Implementation: New to one years' experience

This session will outline the quest of how a country K-6 Public School introduced AVID strategies to ensure they were developing their students to become successful students. The Site Team at Dubbo Public School negotiated a scope and sequence model for implementing WICOR strategies across the years and observed that students in their classrooms became more organised, were lesson ready and were using their time more effectively. Our scope and sequence started with organisation skills, which have been developed progressively through each stage to ensure that there is consistency throughout the school to make transition through primary levels easier and more predictable. We share how the Site Team 'rolled out' AVID schoolwide resulting in teacher buy-in and enthusiasm. Participants will need to have some understanding of WICOR strategies.

STEER: An Imagery Model for Improved Academic Performance

Presented by Don Cameron: Marsden State High School QLD and Leilanie Pakoa: University of Queensland

Audience: Secondary

Years of AVID Implementation: Four or more years' experience

At Marsden, we have a student cohort of 2850, representing 54 nationalities, with primarily low socioeconomic backgrounds. As such, developing programs to suit the needs of the student cohort is a challenging task. Through the school's relationship with the University of Queensland Psychology department and our practicum placements for Sports Psychologists, a new model was developed to enhance student performance and focus based on the PETLEP model used in sports performance.

STEER is an imagery and visualisation practice that is being trialled across all AVID immersion classes and senior ATAR students. Staff have reported that students are more focussed and attentive. The session will outline the research behind sports performance imagery techniques, discuss the applications and changes that were required to bring it into the classroom and will model the practice for the participants. Teachers and school leaders will understand the STEER model and be ready to implement it within their own classrooms or school.

Teaching Vocabulary to Improve Reading and Writing

Presented by Abby Stevens and Ali Parolo: Baldivis Secondary College WA

Audience: Secondary

Years of AVID Implementation: Four or more years' experience

You limit my language; you limit my life. How can students improve their reading and writing skills without the vocabulary to do it? This session is designed for teachers of all secondary learning areas who want to consciously upskill students in a broad range of vocabulary, course concepts and sophisticated terms to elevate their written, verbal and reading skills. By providing students with the tools to comprehend the texts

they are reading, and then confidently using sophisticated language when speaking and writing about the topics explored in class, we are empowering students to broaden their knowledge and develop higher order thinking skills and academic language. In your next lesson, you will be able to break down WICOR to consciously unpack the language in a text or topic, for students to be able to understand, analyse and then evaluate what they have read, with the vocabulary to do so.

The AVID Effect: Our Journey into Organisation

Presented by Kiri Griffiths, Maria Doblo and Lauren Fletcher: Loganlea State High School QLD

Audience: Secondary

Years of AVID Implementation: New to one years' experience

This session will offer an introduction to Loganlea State High School's first year of WICOR implementation and provide strategies that can support teachers, middle management, and school co-ordinators to foster a culture of high expectations for individual determination. Within this context, there will be the sharp and narrow focus on Organisation - particularly, our implementation of focused note-taking and binder and planner usage.

From the perspective of teachers and school leaders, we will provide anecdotes, observations, and strategies for data collection, celebrating successes, quality assurance and communicating a culture of learning and life readiness to our students, staff, and wider community.

The Use of Wiki Technology as a Tool for Fostering Development of 21st Century Skills

Presented by Thomas Yeager and Neil Fernandes: Victoria University First Year College VIC

Audience: Higher Education

Years of AVID Implementation: New to one years' experience

This session will demonstrate the effectiveness of using student generated Wikis as an assessment technique that fosters the development of core 21st Century Skills in a reimagined traditional First Year University STEM subject. Teaching university students 21st Century skills such as critical thinking, communication, collaboration, and creativity in traditional university settings involving lectures with large class sizes is challenging, and students increasingly expect learning environments that are engaging and interactive.

In Victoria University's innovative Block Teaching Model, students intensively study only one subject at a time over a four week 'block' of time– rather than up to four units concurrently. Instead of traditional teacher-centred lectures involving large classes of essentially passive students, blocked classes at Victoria University are deliberately small (capped at around 30 students) and teaching strategies purposefully encourage deep exploration of concepts through interaction with peers along with a tutor acting as a facilitator.

Here we demonstrate the implementation of a blended learning strategy that involves the creation of Wiki spaces for exploring one of five central themes in Biology and addressing a real-world STEM challenge in a traditional First Year University Biology subject that was redeveloped for Block mode delivery.

WICORising Visual Arts in Secondary School

Presented by Kristie Gray, Caen Newland and Katie Barlow: Baldivis Secondary WA

Audience: Secondary

Years of AVID Implementation: Four or more years' experience

This workshop will guide participants through secondary school visual arts activities that use collaboration to enhance student understanding and analysis of artworks, leading to improved written responses that use subject-specific vocabulary. Decoding strategies for ATAR level writing prompts will also be unpacked and student self-reflection strategies demonstrated for students to evaluate and improve their own essay responses. Participants will also view a highly organised Visual Arts room that has been created to maximise learning time and improve management of resources and equipment.

Regulate, Relate, Reason: A Metacognitive Pathway to Build Relational Capacity and Engagement

Presented by Patrick Faucher, Sarah Travis and Jade Maguire: Yudi Gunyi School NSW

Drawing from the principles of neuroscience and with a focus on practical, play-based activities, this session draws from what works best with some of our most disengaged and educationally vulnerable students, to give teachers a framework from which to increase student agency, relational health and academic engagement. The session is an example of the teaching and learning cycle which students at Yudi Gunyi School engage with daily. Participants in the workshop will leave with a set of resources that will enable them to teach this back to their students, increasing their metacognitive skills and self-efficacy as a result.

Resources will include slides to support direct instruction of this metacognitive framework, some practical, play-based art strategies to foster relational capacity and optimal learning conditions, as well as a focused note-taking and philosophical chairs activity to support the aforementioned. In line with the AVID professional learning model, session facilitators will support the implementation of this framework into your respective classrooms too.

Breathing Space Powered by Fisher Leadership

Therese Joyce is an executive wellbeing strategist and program manager for Breathing Space, a leadership program for mental health and wellbeing. Therese has two decades' experience in education and for nine years she was the Principal of an international language school in Toronto, with an annual 2000 students from over 60 countries. With an MSc in applied positive psychology and as a certified facilitator of Values in Action, Therese loves helping people find ways to manage wellbeing even through challenging or stressful times, to not only survive, but to thrive.

2020 has shown the world how incredible our schools, teachers and education system can be. Now, more than ever, school leaders and educators need practical ways to embed wellbeing in their lives at work and home. In this interactive session participants will explore approaches for managing stress and how to thrive (and bloom) even when faced with difficult circumstances. Especially for school leadership, we will look at strategies to engage staff and to check in with people even when they are working remotely or have very different personalities and/or teaching styles.

Mindfulness theory, research, and practice by Smiling Mind

Michael Hines is a registered Psychologist with expertise in the complimentary fields of mindfulness and Positive Psychology - the science of optimal functioning. His passion for mindfulness is underpinned by a personal meditation practice and professional development spanning 20 years. Michael has taught Mindfulness at Monash University, UNSW and in organisations across Australia. He is Smiling Mind's Lead Psychologist (Content Development) and over the past 3 years has designed and delivered mindfulness workshops and training in hundreds of schools and workplaces across Australia.

This workshop introduces mindfulness theory, research, and practice, providing attendees with a solid understanding of what it is, why we need it, and the science behind the benefits. It also looks at how mindfulness fits into a school setting and includes a brief overview of the Smiling Mind resources for implementing mindfulness in the classroom and professional development opportunities for educators wanting to learn more.

RELAX YOGA

Aaron Joyner is the creator of POP YOGA, a yoga program choreographed to soundtrack of pop music. Aaron spent over a decade running an award-winning theatre company recognised as 'Melbourne's pioneering musical theatre company' (The Age), before pivoting into yoga and group fitness in 2013. By 2015 he had become a national assessor for an international fitness company and was recruited as a public representative at major fitness expositions. After entering a global competition to find the 'world's #1 group fitness instructor', he won the semi-finals with a perfect score from one of the judges and was then sent to the finals in Sweden as the Australasian representative, making his mark upon the world stage.

This session will be gentle yoga stretches and breath work, finishing with a guided meditation. We recommend that participants wear comfortable, loose clothing. If possible, a yoga mat or towel is advised, but a carpeted floor can also be suitable.

Virtual Team Training

Brooke Olsen is the Fitness Centre Supervisor at Victoria University, Footscray Park. Brooke has a bachelor's degree of exercise Science and Human Movement and is a qualified Strength and Conditioning coach. Brooke has been leading VU Virtual training sessions since March 2020.

Virtual Team Training is a fun but challenging session run by a Personal Trainer that targets different areas of the body. Each person works at their own pace, making it perfect for beginners through to advanced, with different progressions available for each exercise. You will need enough room to lay down with your arms over head and be able to wave your arms around without knocking anything.

Equipment used in Virtual team training is usually a towel, a chair and some form of weights or resistance (if you don't have weights or resistance bands you can use a shopping bag filled with books or some bottles filled with water).

Work to your abilities, challenge yourself if the exercise is getting easy, or pace yourself if you are new to this.

4.25 – 5.15 pm

Friday 4 December 2020: Virtual Networking