

Mission

AVID Australia's mission is to close the **achievement and opportunity gaps** by preparing all students for **post-secondary education, skills development** and **work-readiness** so they can participate in a **global community as productive citizens.**

Vision

If we hold all students and teachers **accountable** to the **highest standards**, provide **academic** and **social support**, they will **rise to the challenge.**



WICOR

Writing

Writing is:

- A tool for communication, reflection, and learning
- Inquiry
- Visible organisation of thought
- Communication with authentic audiences

Students who write:

- Engage frequently, in every content area and classroom
- Cite evidence to support their thinking
- Deepen their understanding of content
- Demonstrate command of academic vocabulary
- Communicate as a content expert
- Communicate their thinking competently and confidently

AVID supports writing through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Learning-through-writing strategies
- The focused note-taking process
- The writing process in every content area
- Collaboration
- Tutorials, Collaborative Study Groups, and Scholar Groups

Inquiry

Inquiry is:

- Uncovering one's understanding
- Critical thinking and questioning
- Exploring a variety of ways to solve problems
- Engaging in thinking, learning, and discussion to inspire innovation

Students who inquire:

- Analyse and synthesise materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity
- Solve authentic problems

AVID supports inquiry through blended learning experiences including:

- Design thinking and problem-based learning
- Computational thinking
- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials, Collaborative Study Groups, and Scholar Groups

Collaboration

Collaboration is:

- Positive group interactions
- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions

Students who collaborate:

- Create a safe and supportive physical and philosophical environment
- Work through identified structures and roles to achieve a common goal
- Develop positive interdependence
- Clearly communicate verbally and nonverbally
- Listen effectively to decipher meaning
- Deepen the learning of others through inquiry and active engagement

AVID supports collaboration through blended learning experiences including:

- Academic language and literacy scaffolds
- Socratic Seminars
- Philosophical Chairs
- Jigsaw, World Café, Reciprocal Teaching, and Numbered Heads
- Synchronous and asynchronous peer editing groups
- Tutorials, Collaborative Study Groups, and Scholar Groups

Organisation

Organisation is:

- Managing materials, time, and self
- Practising methodical study habits
- Planning and prioritising school, work, and social tasks
- Engaging in goal-setting, planning, and reflection
- Strategically and intentionally taking responsibility for one's own learning

Students who organise:

- Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals
- Develop and use tools to organise thinking, resources, and time
- Develop and use processes, procedures, and tools to study effectively
- Prepare for rigorous courses and engage fully in instruction

AVID supports organisation through blended learning experiences including:

- Binders, eBinders, calendars, planners, and agendas
- The focused note-taking process
- Graphic organisers
- Project planning and SMART goal-setting
- Tutorials, Collaborative Study Groups, and Scholar Groups

Reading

Reading is:

- Making connections between texts, self, and the world
- Navigating and comprehending rigorous texts
- Evaluating information from a variety of formats
- Organising and applying text-based learning

Students who read:

- Activate, engage, and extend beyond the text
- Make predictions and create visual images as they read
- Understand text structures
- Question the text and engage in deep inquiry
- Become content experts
- Evaluate sources for accuracy and bias

AVID supports reading through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Culturally relevant texts
- The critical reading process
- The focused note-taking process
- Vocabulary building
- Summarising
- Tutorials, Collaborative Study Groups, and Scholar Groups

LEVELS

THINKING & QUESTIONING

Level 1

Define & Describe

- Gathering information
- Gaining knowledge
- Building foundational thinking

Level 2

Identify & Interpret

- Comparing new information with existing information
- Distinguishing differences
- Categorising knowledge

Level 3

Analyse & Apply

- Creating connections
- Determining opinions and positions
- Applying information to new situations

FOCUSED NOTE-TAKING

PROCESS

Taking Notes

- Create notes
- Determine purpose
- Record Essential Question
- Select format

Processing Notes

- Think about notes
- Revise notes
- Organise notes
- Evaluate information

Connecting Thinking

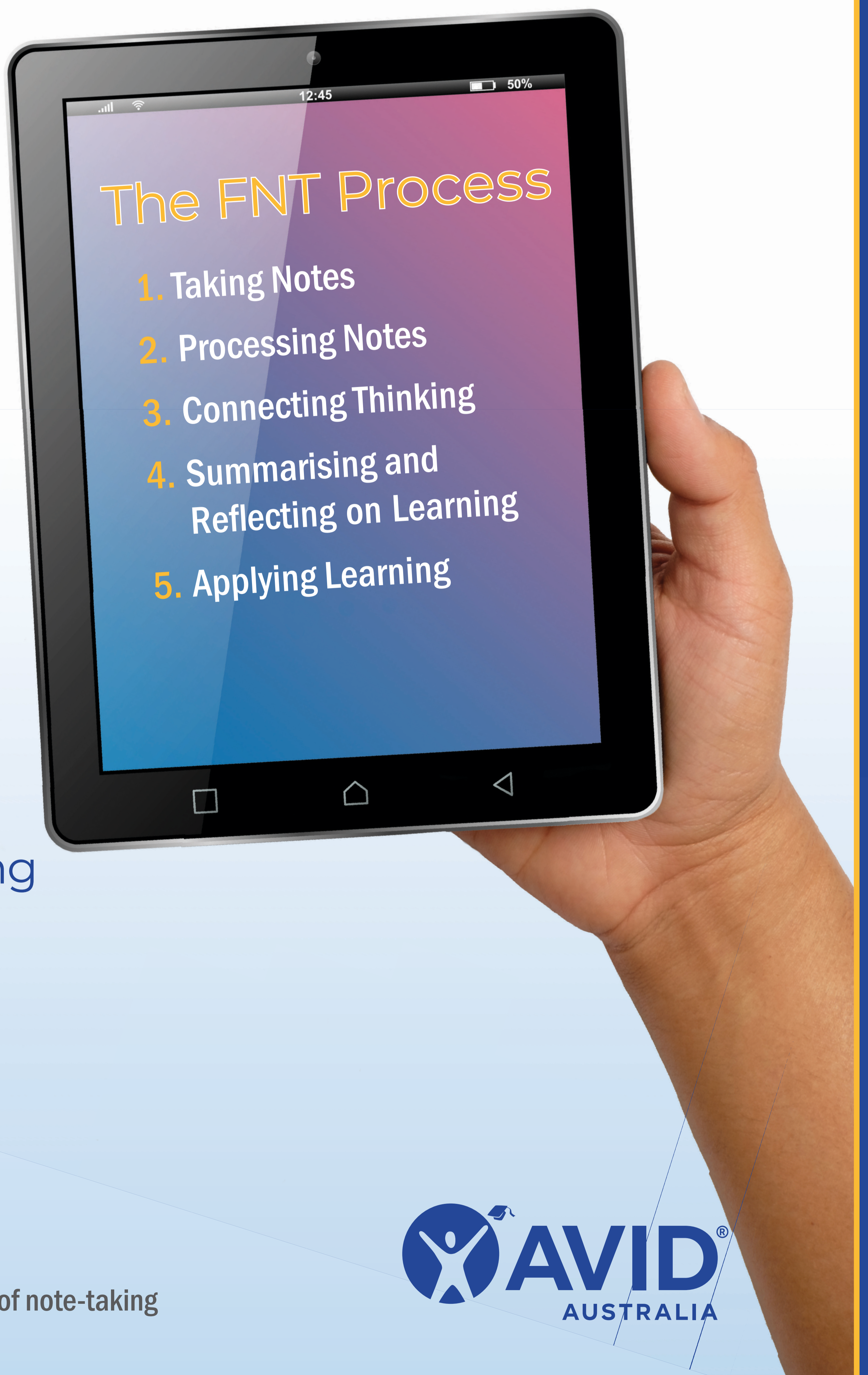
- Think beyond notes
- Analyse notes
- Ask questions
- Connect to previous learning

Summarising and Reflecting on Learning

- Think about notes as a whole
- Identify important aspects
- Craft summary
- Reflect on learning

Applying Learning

- Use notes
- Revisit notes
- Apply or demonstrate learning
- Use formatted notes to meet purpose of note-taking



GROW

GET READY
to learn.

REVIEW
what you know.

OPEN
your mind.

WONDER
and ask.



SCHOOLWIDE DOMAINS

INSTRUCTION

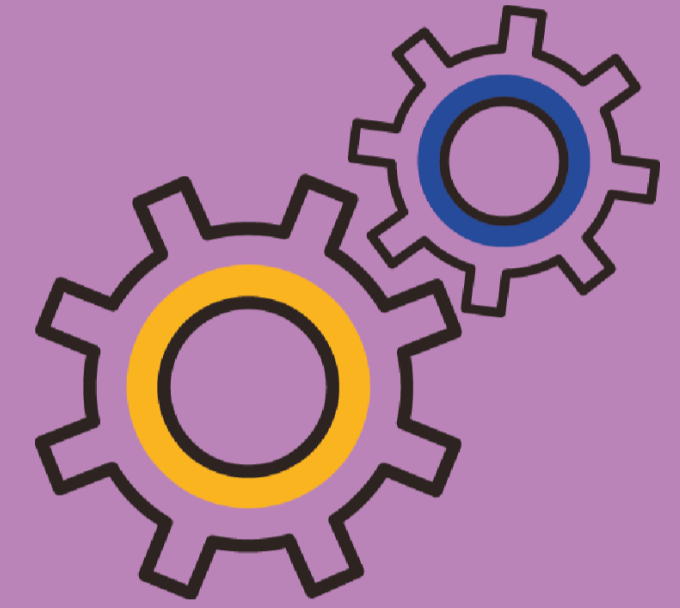
promotes:



- ▶ WICOR[®] Strategies
- ▶ 21st Century Skills
- ▶ Student Leadership Skills
- ▶ Goal-Setting/Monitoring
- ▶ Rigour for All

SYSTEMS

support:



- ▶ AVID Site Teams
- ▶ Professional Learning
- ▶ AVID Elective Classes (Secondary)
- ▶ Equity and Access to Rigour
- ▶ Data Collection and Analysis

LEADERSHIP

ensures:



- ▶ Strategic Planning
- ▶ Modelling of Expectations
- ▶ Tertiary Readiness Mission and Vision
- ▶ Career Readiness
- ▶ Distributed Leadership Approach

CULTURE

fosters:



- ▶ Tertiary and Career Preparation
- ▶ Common Belief in Student Success
- ▶ Family and Community Involvement
- ▶ High Expectations for All
- ▶ Positive and Safe Learning Environment

resulting in:

- ▶ Improved Academic Performance
- ▶ Closing Achievement and Opportunity Gaps
- ▶ Preparedness for Post-Secondary Education, Skills Development and Work-Readiness
- ▶ Increased Success in Post-Secondary Education, Career and Life