

# SUMMER INSTITUTE 2023 LEARNING EXPERIENCES

THE YEAR  
OF AI

AVID  
INSPIRATION



SUMMER INSTITUTE 2023



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As AVID Australia's biggest networking and professional learning event of the year, Summer Institute 2023 will inspire educators from across Australia to enhance their teaching practice and bring out the best in their students.

In 2023, Summer Institute will include Communities of Practice and Workshops.

Look inside to find out more.

## Introduction

Over three days at Summer Institute, participants will learn and practise high engagement teaching strategies and best instructional practices, through a range of learning experiences, including:

### Communities of Practice

In the Communities of Practice participants will be equipped with the best instructional strategies and learn how to implement an effective AVID Tertiary and Career Readiness Framework.

Participants will engage in one Community of Practice over three days.

### Workshops

Participants will participate in two workshops (one on each of Days 1 and 2) outside of their Community of Practice. There are a range of options including Site Team planning time for schools implementing the AVID system.

Completing 2023 AVID Australia Summer Institute will contribute 12 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum/EYLF addressing Standard Descriptor(s) 1.5.2, 2.5.2, 2.6.2, 3.3.2, 3.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

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# Contents

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Click on any of the Learning Experiences below to learn more.

	Page
<b>Communities of Practice</b>	4
AVID School Leadership	4
Creating Engaging and Rigorous Classrooms	4
Cultivating Writing Schoolwide: Secondary	5
English	5
Instructional Coaches and Elective Educators	6
Mathematics	6
Science	7
Secondary Implementation	7
Transforming Literacy through Content-Area Reading	8
<b>Workshops</b>	9
Day 1 Workshops	9
Day 2 Workshops	10
Days 1 and 2 Workshops	10

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# Communities of Practice

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## AVID School Leadership

This learning experience is recommended for AVID Primary and Secondary school leaders who are new to or experienced with AVID implementation.

### Course Description

The AVID School Leadership Community of Practice is designed to engage Primary and Secondary school leaders in investigating the AVID Tertiary and Career Readiness Framework and the four AVID Schoolwide Domains, to refine existing practices and develop new strategies for maximising AVID's impact in their school. Leaders will leave with a collection of personalised action steps as they work to make AVID a driver for system-wide change in their school.

### Performance Objectives

Upon completion of this experience, participants will:

- Design and empower AVID Site Teams to produce collective educator agency and transform outcomes for students.
- Create and nurture an intentional culture in a school that aligns with the AVID Tertiary and Career Readiness Framework and ensures students get what they need.
- Understand systems thinking and apply that knowledge to AVID implementation and refinement.
- Implement WICOR® as a means for bolstering rigour in their school, with a focus on ensuring high-quality instruction across all classrooms.

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## Creating Engaging and Rigorous Classrooms

This learning experience is recommended for AVID Primary and Secondary educators across all content areas, who are new to or experienced with AVID implementation.

### Course Description

The Creating Engaging and Rigorous Classrooms Community of Practice is designed to engage primary and secondary educators in cultivating a community of learners by preparing teachers and school leaders to scaffold student success with rigorous content. Educators will explore the framework of AVID Digital Learning: The 4 A's® to meaningfully integrate blended learning strategies with Writing, Inquiry, Collaboration, Organisation, and Reading (WICOR®) student-centered instructional practices to differentiate instruction and increase student agency. Participants will learn strategies to build connected communities through relational-capacity activities to foster supportive and equitable learning spaces.

### Performance Objectives

Upon completion of this experience, participants will:

- Model and blend WICOR with digital strategies to provide students with quality instruction and learning opportunities in a 21st-century environment.
- Foster an academic mindset to create supportive and equitable learning spaces through student engagement and relational capacity strategies.
- Design and implement learning opportunities to promote student agency in blended learning environments.
- Empower learners through the use of student-centered instructional practices for differentiated learning spaces.

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## Cultivating Writing Schoolwide: Secondary

This learning experience is recommended for AVID Primary and Secondary educators across all content areas, who are new to or experienced with AVID implementation.

### Course Description

The Cultivating Writing Schoolwide: Secondary Community of Practice is designed to engage and empower secondary and tertiary educators of all learning areas (except for English) with knowledge and strategies to increase skills and confidence in writing as a powerful tool in a 21st-century learning environment. Educators across all discipline areas will gain strategies for teaching the writing process and building an understanding of the academic modes of writing (argumentative, expository, narrative, and descriptive), as well as writing for a range of academic purposes. Participants will explore the power of metacognitive writing to cultivate both literacy and student agency. This collaborative experience allows educators, regardless of familiarity with the instruction of writing, to explore strategies to help students access rigorous content and write like content experts.

### Performance Objectives

Upon completion of this experience, participants will:

- Build student agency by incorporating the AVID Focused Note-Taking Process to empower students to take charge of their learning in their classrooms.
- Cultivate learning-through-writing essential instructional practices through the critical reading and writing processes.
- Leverage the four modes of writing as tools to build disciplinary literacy schoolwide.
- Exercise educator agency by incorporating the writing process as a learning tool to develop a deeper connection and access to content.
- Integrate metacognition into instructional design with intentional opportunities for reflection and feedback.

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## English

This learning experience is recommended for English educators of Years 6-12 who are new to or experienced with AVID implementation.

### Course Description

The English Community of Practice is designed to engage English educators of Years 6–12 in the intentional integration of speaking and listening and writing to communicate. Participants will be able to explore strategies necessary to provide access to rigorous nonfiction, fiction, and nontraditional texts and to foster a culture of effective communication, and development of voice with clarity and confidence. Participants will engage thoughtfully with the writing process to create and share ideas that will support deeper implementation of writing in the English classroom, impacting students' ability to create and effectively share knowledge and innovative ideas.

### Performance Objectives

Upon completion of this experience, participants will:

- Cultivate an understanding of disciplinary literacy and AVID's core processes for implementation supporting both educator and student agency.
- Leverage the power of academic speaking and listening skills necessary for students' success in tertiary studies and career.
- Understand the collaborative writing process to leverage meaningful feedback creating multiple opportunities for student engagement and authentic experiences.

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## Instructional Coaches and Elective Educators

This learning experience is recommended for AVID Primary and Secondary educators across all content areas, who are new to or experienced with AVID implementation.

### Course Description

The Instructional Coaches and Elective Educators Community of Practice is designed to engage Years 6-12 educators in the use of AVID instructional practices. Participants will engage in Writing, Inquiry, Collaboration, Organisation, and Reading (WICOR®) instructional strategies through a hands-on approach to ensure students' engagement, access to rigour, and future readiness and success. This experience will provide tools to connect with a diverse population of learners.

### Performance Objectives

Upon completion of this experience, participants will:

- Articulate the Why of AVID and AVID's mission, and how it connects to them in their role.
  - Understand what this Why looks like in action through WICOR strategies.
  - Create a plan to apply these methodologies in their classroom and schools.
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## Mathematics

This learning experience is recommended for Mathematics educators of Years 6-12 who are new to or experienced with AVID implementation.

### Course Description

The Mathematics Community of Practice is designed to engage Mathematics educators of Years 6–12. The learning focus builds on strategies that emphasise the use of Writing, Inquiry, Collaboration, Organisation, and Reading (WICOR®) as learning tools. Participants will engage in learning how to use a variety of digital tools, including an interactive notebook, designed to enhance rigorous instruction and student engagement through dynamic activities.

### Performance Objectives

Upon completion of this experience, participants will:

- Develop all students' reading, writing, language, and thinking skills by implementing WICOR-based lessons to increase rigour and positively impact student learning.
  - Implement all aspects of the Focused Note-Taking process through the use of a digital Interactive Notebook in order to increase student engagement, comprehension, and retention of mathematics content.
  - Advocate for content-specific, rigorous coursework schoolwide to promote a culture of student success, academic achievement, and tertiary readiness.
  - Implement successful collaborative structures and digital tools and articulate the tertiary-readiness skills to elevate the level of rigour in content-area classes.
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## Science

This learning experience is recommended for Science educators of Years 6-12 who are new to or experienced with AVID implementation.

### Course Description

The Science Community of Practice is designed to engage Science educators of Years 6-12 in the use of AVID instructional practices. Educators will experience learning using collaborative structures to build science literacy through inquiry. They will engage in rigorous instruction using a variety of digital tools and Writing, Inquiry, Collaboration, Organisation, and Reading (WICOR®) strategies. Learning topics include interactive notebooks, focused note-taking, reading and writing for disciplinary literacy, and collaborative structures to enhance inquiry.

### Performance Objectives

Upon completion of this experience, participants will:

- Develop all students' reading, writing, language, and thinking skills by implementing WICOR-based lessons to increase rigor and positively impact student learning.
- Implement all aspects of the Focused Note-Taking process through the use of a digital Interactive Notebook in order to increase student engagement, comprehension, and retention of science content.
- Advocate for content-specific, rigorous coursework schoolwide to promote a culture of student success, academic achievement, and tertiary readiness.
- Implement successful collaborative structures and digital tools and articulate the tertiary readiness skills to elevate the level of rigour in content-area classes.

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## Secondary Implementation

This learning experience is recommended for AVID Secondary and AVID Elective educators across all content areas, who are new to or experienced with AVID implementation.

### Course Description

The Secondary Implementation Community of Practice will focus on the academic and organisational skills needed to effectively advocate for AVID students and to build AVID schoolwide focus across a school. Participants will explore AVID implementation; Writing, Inquiry, Collaboration, Organisation, and Reading (WICOR®) strategies; the 10 Steps of the Tutorial Process; and student agency and opportunity knowledge using updated AVID resources.

### Performance Objectives

Upon completion of this learning experience, participants will:

- Apply the components of the AVID Tertiary and Career Readiness Framework to activate agency through the 10 Steps of the Tutorial Process.
- Reflect, plan, and determine resources to apply to the 10-Step AVID Tutorial Process in order to develop student agency and empower students to find success in rigorous coursework and other collaborative environments.
- Deepen their knowledge of how to utilise resources to scaffold relational capacity, collaboration, and strengthen community as a means of building a brave and supportive learning environment.



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## Transforming Literacy through Content-Area Reading

This learning experience is recommended for AVID Primary and Secondary educators across all content areas and year levels, who are new to or experienced with AVID implementation.

### Course Description

The Transforming Literacy through Content-Area Reading Community of Practice is designed to engage educators in realising what happens when we leverage reading in all content areas to eliminate literacy gaps. Participants will explore diagnostic teaching opportunities that build students' content-area reading skills to help minimise the divide that exists between students who read at the expected level and those who do not. Participants will engage in collaborative activities to understand the importance of disciplinary literacy and how providing students with a variety of texts can expand their comprehension and content knowledge. Participants will experience the AVID Critical Reading Process and explore ways to gradually release the responsibility for the process to their students.

### Performance Objectives

Upon completion of this experience, participants will:

- Identify reasons students struggle with literacy within their specific year level/content area.
  - Outline specific action steps for integrating, increasing, and making literacy relevant.
  - Leverage the power of building background knowledge for increasing access to content and unlocking comprehension.
  - Wrestle with how to make reading a core function of learning in their classroom or content area.
  - Identify the "why" behind the various forms of texts used within their content area and year level.
  - Develop an action plan to increase and diversify the types of texts used to more fully engage all students.
  - Examine what it means to teach diagnostically by focusing on balancing the relationship between student skills and content knowledge.
  - Determine action steps for transferring ownership of the reading process through the gradual release of responsibility.
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# Workshops

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Workshops will take place on Days 1 and 2 of Summer Institute from 2 – 3.30 pm AEDT as follows.

Wednesday 29 November 2023	Thursday 30 November 2023
Introduction to the AVID Site Team	Planning for the Future (Group 1)
Deepening your AVID Experience	Planning for the Future (Group 2)
Strengthening the AVID Site Team Day 1 (Group 1)	Strengthening the AVID Site Team Day 2 (Group 1)
Strengthening the AVID Site Team Day 1 (Group 2)	Strengthening the AVID Site Team Day 2 (Group 2)
Collaborative Study Groups	Collaborative Study Groups
Inquiry based strategies: Philosophical Chairs and Socratic Seminars	Inquiry based strategies: Philosophical Chairs and Socratic Seminars
Fostering a Growth Mindset for Student Success	Fostering a Growth Mindset for Student Success
Collective Educator Agency: The Power of Relationships in Learning and Leading	Collective Educator Agency: The Power of Relationships in Learning and Leading
Untangling the Web (Years 6-12)	Untangling the Web (Years 6-12)

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## Day 1 Workshops

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### Introduction to the AVID Site Team

This session caters for participants in AVID member schools who are new to AVID.

Participants will learn the what, how, who, and why of the AVID Site Team – a key aspect of successful AVID implementation schoolwide. They will create SMART goals and be equipped with necessary tools to implement AVID Site Team Goals.

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### Deepening your AVID Experience

This session caters for all participants from AVID member and non-member schools.

Participants will have opportunities to share their learning from Day 1, meet and network with AVID educators from across the country, and understand the role of the individual as an active contributor to AVID schoolwide efforts.

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### Strengthening the AVID Site Team Day 1 (Groups 1 and 2)

This session caters for participants attending Summer Institute as contributing members of their school's AVID Site Team.

Participants will explore AVID Site Team materials and have designated time and space to work as a Site Team to identify site priorities, develop goals and undertake planning to deepen the implementation of AVID at their school.

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## Day 2 Workshops

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### Strengthening the AVID Site Team Day 2 (Groups 1 and 2)

This session caters for participants attending this year's Summer Institute as contributing members of their school's AVID Site Team.

Participants who attended Strengthening the AVID Site Team Day 1, will continue working as a Site Team to identify site priorities, develop goals and undertake planning to deepen the implementation of AVID at their school.

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### Planning for the Future (Groups 1 and 2)

This session caters for all participants from AVID member and non-member schools.

Participants will reflect on their learning and key takeaways from their Community of Practice. They will have an opportunity to connect, plan and share experiences with other AVID educators and explore ways to overcome challenges to implementing AVID in their school.

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## Days 1 and 2 Workshops

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### Collaborative Study Groups: Student-led Inquiry Groups

This session caters for all participants from AVID member and non-member schools.

Participants will learn how to implement and apply collaborative study groups within their classrooms. The Collaborative Study Groups model supports students as they identify a specific question from any content area; collaborate to develop and deepen their understanding through Socratic inquiry and apply their new learning to enhance classroom performance.

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### Inquiry based strategies: Philosophical Chairs and Socratic Seminars

This session caters for all participants from AVID member and non-member schools.

Participants will learn how to plan and execute Philosophical Chairs and Socratic Seminars in their classrooms.

Philosophical Chairs is an inquiry-based strategy that is built on a prompt and to which contradictory positions exist. Students address these positions through deep, academic discourse in a structured, formal process.

Socratic Seminar is a structured, collaborative dialogue, focusing on a common text or resource, which students have analysed and toward which they have prepared questions to spur the discussion.

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### Fostering a Growth Mindset for Student Success

This session caters for all participants from AVID member and non-member schools.

Participants will learn how to create a classroom environment that develops and fosters a growth mindset by exploring Carol Dweck's theory of mindsets. They will explore the difference between a fixed and growth mindset and how to help students develop and practise their growth-mindset skills.

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### Collective Educator Agency: The Power of Relationships in Learning and Leading

This session caters for all participants from AVID member and non-member schools.

Participants will understand the foundational power that relationships have over memory and resilient learning in order to show how grit, determination, and positive purpose arise from caring and committed relationships. In addition, they will explore how the neurochemistry of positive and challenging relationships increases memory and engagement with rigorous learning.

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### Untangling the Web (Years 6-12)

This session caters for all participants from AVID member and non-member schools.

Participants will be introduced to different search engines, as well as basic and advanced search strategies, to become more effective and efficient at finding digital information. They will also learn how to model, intentionally teach, and support digital literacy skills to build student research fluency, communication, and citizenship skills.

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