

Sustainable cities

About this Illustration of Practice

Within a series of lessons that incorporate a key fieldwork trip, the teacher selects and uses teaching strategies that develop students' knowledge, skills, problem solving and critical and creative thinking. Students make field observations described and recorded in text, numerical and audio-visual format; organise, interpret, present and analyse the data; and evaluate current situations to develop proposals for sustainable futures. The teacher develops strategies that enable students to empathise with others and to relate understanding of local areas to regional and global scales.

Sustainable cities

Standards

Standard 3

Plan for and implement effective teaching and learning

Focus area 3.2

Plan, structure and sequence learning programs

Proficient

Descriptor: Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

Other descriptors

Standard 3

Plan for and implement effective teaching and learning

Focus area 3.3

Use teaching strategies

Proficient

Descriptor: Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Standard 3

Plan for and implement effective teaching and learning

Focus area 3.4

Select and use resources

Proficient

Descriptor: Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Discussion questions

1. How can fieldwork be used to enhance students' conceptual understanding of the real world?
2. What activities support student learning prior, during and after a fieldwork trip?
3. In what ways can teachers use fieldwork to foster problem solving and critical and creative thinking?

Learning context

Bacchus Marsh Grammar School is an independent pre-Prep to year 12 school in outer western Melbourne. The teacher has developed an activity consisting of a series of sequenced lessons with a core geography fieldwork case study used to relate conceptual development to a real world context. Within each lesson, concept development occurs through an inquiry sequence. Student research data collected during a field trip enables students to reflect on past development, record current patterns and propose changes that support a sustainable future for urban areas.

School context

Bacchus Marsh Grammar

Victoria

Australian Professional Standards for Teachers

Year level: Year 9 Year 10

Related subject: Science

Stage of schooling: Secondary

School type: Non Government

School location: Provincial

[View school location in Google Maps](#)