

Station Teaching

Phase	Type		Themes
<input type="radio"/> Early	<input checked="" type="checkbox"/> Strategy	<input checked="" type="checkbox"/> Collaboration & teamwork	<input type="radio"/> Professional development & support
<input checked="" type="checkbox"/> Implementation	<input type="radio"/> Tool	<input type="radio"/> Curriculum	<input checked="" type="checkbox"/> School structures & organisation
<input checked="" type="checkbox"/> Consolidation		<input type="radio"/> Design affordances	<input checked="" type="checkbox"/> Spatial competencies
		<input type="radio"/> Design & process	<input checked="" type="checkbox"/> Student experience
		<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Teacher experience
		<input type="radio"/> Leadership & change	<input type="radio"/> Technology
		<input checked="" type="checkbox"/> Pedagogy	<input type="radio"/> Time

What does this do?

Station Teaching is one of six models of co-teaching—a practice originally applied in special education where a special education teacher and a general educator are paired to collaboratively teach a single class to effectively support students with diverse learning needs. This practice has already been adopted in regular learning spaces with both general educators co-teaching. The aim of Station Teaching is to provide the co-teachers with ample time and more range of appropriate methods of instructions for smaller groups of students.

How can it help?

In Station Teaching, two or more educators (co-teachers) set up in the learning space different stations with specific tools, activities, and resources relevant to the topic their students are investigating. By co-creating and facilitating a variety of stations, educators can simultaneously implement different learning activities that scaffold on each other. Additionally, dividing the content into different stations will reduce the student-to-educator ratio and allow for increased student-to-educator interactions. Working with another educator will also create opportunities to infuse and learn from each other’s teaching practices. This strategy will also expose participating educators to different teaching philosophies, techniques, and methods.

An example in practice

In a primary school, two third grade educators may agree to co-teach one learning unit in science. The educators combine students from both of their classes then divide the big group into three or more smaller groups. The educators then set-up different stations focused on a specific content across their learning spaces. Stations may be organised to allow students to work individually, in pairs, or in groups and undertake a variety of activities (observing, discussing, analysing, experimenting, etc.) Each group may rotate through the stations on a pre-determined schedule and order.

Where can I find this?¹

Find out more about Station Teaching from this website: <https://www.modelteaching.com/education-articles/teaching-strategies/station-teaching-and-alternative-teaching-two-effective-co-teaching-instructional-models> [Correct as at 10 March 2020]. Note that this is a freely accessible article from a Texas-based organization offering teacher professional development courses.

Station Teaching and Alternative Teaching: Two Effective Co-Teaching Instructional Models

by ModelTeaching | Jul 26, 2019 | Classroom Management, Lesson & Curriculum Planning, Special Education, Teaching Strategies | 1 comment



1. All Spatial Transition Pathway ‘Strategies and Tools’ are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

If you are fortunate enough to work in a co-teaching situation, we encourage you to try station

