

Station Rotation

Phase	Type		Themes
<input type="radio"/> Early	<input checked="" type="checkbox"/> Strategy	<input type="radio"/> Collaboration & teamwork	<input type="radio"/> Professional development & support
<input checked="" type="checkbox"/> Implementation	<input type="radio"/> Tool	<input checked="" type="checkbox"/> Curriculum	<input type="radio"/> School structures & organisation
<input type="radio"/> Consolidation		<input type="radio"/> Design affordances	<input checked="" type="checkbox"/> Spatial competencies
		<input type="radio"/> Design & process	<input checked="" type="checkbox"/> Student experience
		<input type="radio"/> Evaluation	<input type="radio"/> 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 rotation is a strategy that enables differentiation of instruction and support based on the students' progress and abilities through rotation of activities. This strategy focuses on reviewing and revising three main aspects of the learning space, namely culture, space, and routines. Utilising station rotation can help students take ownership of their learning by providing them with choice and a level of autonomy.

How can it help?

Station rotation can help educators structure lessons and provide support for small group instructions. Using this strategy, educators can reconfigure or reinvent their learning spaces based on their students' use. Educators can utilise this strategy to guide them in setting up stations starting with key questions to help identify their goals and visions for creating the stations. Stations can be set-up for individual or independent work, directed instruction for a small group, and collaborative engagement.

An example in practice

Station Rotation has been used by educators at the Australian Science and Mathematics School, for example, when students were preparing for a Great Barrier Reef Forum. Educators set up three stations. In the first station, students engaged in individual preparation while in the second station they worked with a partner to test out their ideas. The last station allowed students to refine their work before these were presented to the rest of the class.

Where can I find this?¹

A guide for implementing this strategy can be freely accessed from this website: <https://practices.learningaccelerator.org/problem-of-practice/how-do-i-set-up-a-station-rotation-model-in-my-classroom>

[Correct as at 10 March 2020].

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

Problems of Practice

How do I set up a station rotation model in my classroom?

Key Takeaways
 What is the problem?
 Why is it important?
 How: Solution
 Take it further

Key Takeaways

After completing this guide:

- Educators will understand why a "one size fits all" approach to education does not support all learners and how stations can be a great first step to personalizing for students.
- Educators will explore various approaches to space, culture, and routines when implementing a station rotation model.
- Educators will be able to implement a basic station rotation in a traditional structure by utilizing key strategies, tools, and research.



What is the problem?

In every classroom, students come in having a spectrum of abilities, talents, and needs.

