

## **SYMPP - (18633) - LESSON STUDY FOR INCLUSIVE TEACHING: DEALING WITH THE COMPLEXITY OF ADAPTIVE TEACHING**

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### **Short Abstract**

Providing for the diverse educational needs of students is a challenging educational goal. In a just and democratic society, it arises from the desire for education to accept, recognize, and respond positively to diversity. This aim is reflected in various terms, such as differentiated, adaptive, and responsive instruction and in contemporary terms as inclusive education and teaching. This communication focuses on the challenges that teachers face when teaching for diversity in today's heterogeneous classrooms, especially when it comes to addressing students' educational needs. By means of a conceptual discussion relating to recent and our own empirical studies in this field, we discuss whether teachers' adaptive teaching behavior could be promoted through professional development approaches (such as lesson study) that focus explicitly on students' learning. Taking students' learning as a starting point in collaborative and classroom-based professional development approaches, one could expect that teachers gain more awareness of the variety of their students' educational needs which, in turn, may lead to teachers better addressing these needs in classroom settings. Through such a cyclical and inquiry-based way of working, teachers may become more competent to address the learning needs of students, leading to increasingly adaptive teaching practices. However, despite promising results in the literature, both conceptually and empirically, there is still much debate on the evidence of how lesson study influences adaptive teaching behavior in favor of *all students* and how this, in turn, impacts student learning. A local proof route might offer suitable directions.