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Focusing on Pupils Differential Educational Needs in the Context of Lesson Study

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Educational (support) needs of our pupils have changed, both because of our changing society and as a result of the call for inclusive education, which urges teachers to increasingly adapt their teaching to all pupils' needs. However, teachers in secondary education in the Netherlands as yet do not typically incorporate adaptive teaching in their lessons (Bruggink, Goei, & Koot, 2015). Lesson Study (LS) may well address this issue due to its explicit focus on pupil learning. This symposium narrates three studies in which application of a LS-model for inclusive teaching (Goei, 2013) in Dutch mainstream secondary education was studied. Teachers of six secondary education schools used this LS-model as their collaborative vehicle, focusing on adaptive teaching. Schools were part of a three-year subsidized school-university partnership.