

learning opportunity for teachers. Lesson Study has hardly been explored on its effectiveness for teachers' professional development; effects are mostly reported based on self-reports. In this symposium, four studies are presented in which we narrate how teachers' professional development for inclusive teaching is enhanced by use of Lesson Study. The four studies target different inclusive teaching behaviors, educational settings, and pupils, varying from discerning educational needs within mathematics education, activating teaching behavior, teaching pupils with moderate learning difficulties to teaching and assessing pupils with high functioning autism. All cases are set in inclusive settings within regular education, making it imperative for the teachers to develop skills for adaptive and pro-active teaching in order to meet a variety of students' needs. In each study the question whether Lesson Study sets the scene for teachers' professional development for inclusive teaching is addressed. In the discussion, we will also go into the various contextual factors critical if Lesson Study is to become a sustained commitment in schools.

### **The learning teacher in a collaborative lesson study team within the context of mathematics**

Case studies, Qualitative methods, Teacher professional development, Mathematics, Secondary education

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This paper summarises results of two studies on teachers' learning when participating in a collaborative Lesson Study team within the context of mathematics teaching. In study one, Lesson Study was used in the classic way of preparing, designing, executing and reflecting on the research lesson. Teachers wondered about the counting problems of their students and focused within the design of lessons on students' reasoning. In study 2 participating teachers wanted to know how they could instruct algebraic equations to their students in such a way that the instruction meets the educational needs of the students. Within this Lesson Study cycle we used the concept of case pupils was used as the focus of lesson planning. In study 1 data were gathered using learner reports. In study 2 lesson plans were gathered and analysed and interviews with the teachers were conducted. The findings suggest beneficial outcomes for teachers. Lesson Study is an excellent model for constructing pedagogical content knowledge and improving teaching as the teacher becomes more knowledgeable about how the student learns and thinks and how instruction affects the student's learning in the process of teaching as well as knowledge of the subject matter.

### **Does Lesson Study foster activating teaching behavior?**

Case studies, In-service teacher education, Pre-service teacher education, Teacher professional development, Mathematics

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