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Society of International
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مجموعة التعلم الدولي والمعرفة

SIXTH
International
Education
Forum

KUWAIT 2026

DIFFERENTIATED INSTRUCTION 3.0:

Empowering Student-Centered Learning
& Differentiated Assessment Based on
Question Decrypting



KD145 / SEAT

EU Certificate Included

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“Differentiation does not mean doing more, but rather doing what matters to each learner to help him/her think, and explore to grow.”



Target Audience: Educational Supervisors, Principals, Deputy Principals, Heads of Departments, Counselors, Teachers, Assistant Teachers (Grades 1–12)

Purpose: To help teachers design learning environments that adapt to student needs through personalized instruction, question decrypting, and differentiated assessment.

Focus: Integrating student-centered learning, differentiated instruction, and differentiated assessment through the lens of question decrypting – a method for guiding students to unpack, analyze, and respond to complex questions according to their readiness levels.

Training Overall Objectives: By the end of the program, participants will be able to:

- Design responsive learning experiences that address learner diversity and promote fairness and access for all students.
- Create classroom experiences that encourage ownership, engagement, and meaningful participation.
- Use purposeful inquiry techniques to extend thinking, guide instruction, and support individual learning pathways.
- Implement adaptable lesson structures that function effectively across contexts, subjects, and age groups.
- Develop growth-focused evaluation practices that inform instruction and support continuous learner development.



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"Assessment should illuminate growth, not define limits."

Training OVERVIEW



This 15-hour professional development workshop provides educators with the tools, strategies, and mindset to effectively integrate student-centered learning, active engagement strategies, and differentiated assessment. The workshop emphasizes practical implementation through collaboration, reflection, and application.



Session One:

Session 1 introduces Differentiated Instruction (DI 3.0), outlining its evolution and core principles. It explores the four pillars—content, process, product, and learning environment—and highlights their role in promoting inclusive, equitable instruction. The session also emphasizes student agency and flexible learning design as key elements of effective differentiation.



Session Two:

Session 2 explores the philosophy and principles of student-centered learning, emphasizing the teacher's role as a facilitator and coach. It examines strategies that promote student voice, choice, and autonomy while balancing structure with independence. The session also focuses on designing learning experiences that foster ownership and meaningful engagement.



Session Three:

Session 3 introduces question decrypting as a strategy for scaffolding learning and assessing understanding. It examines different types of questions—factual, conceptual, procedural, and metacognitive—and how they can be differentiated by cognitive demand and student readiness. The session emphasizes using purposeful questioning to support personalized learning pathways and deepen student thinking.



Session Four:

Session 4 focuses on applying Differentiated Instruction across grade levels and subject areas. It explores the design of tiered activities, flexible grouping, and formative feedback cycles to support diverse learners. The session also addresses practical strategies for managing classroom logistics while implementing differentiation effectively and consistently.



Session Five:

Session 5 explores differentiated assessment as an integral part of learning rather than a final measure of performance. It focuses on using question decrypting to design fair, flexible assessments aligned with student readiness, interests, and learning profiles. The session also emphasizes creating formative and summative assessments, including rubrics, that support growth, equity, and meaningful evaluation.



"When students have voice and choice, learning becomes something they own, not something done to them."

Did You Know?

Our Pedagogical Approach



1. Adult Learning Principles

We respect teachers as professionals and learners by ensuring:

- Relevance to real classroom practice
- Immediate application
- Choice and voice in activities
- Collaborative problem-solving

2. Experiential Learning Cycle

Each session follows a consistent cycle:

- Experience – Activity, case study, or simulation
- Reflect – Individual and group reflection
- Conceptualize – Mini-lecture and framework alignment
- Apply – Design task or planning activity



3. Gradual Release Model

We move participants from:

- I do (modeling & examples)
- We do (guided practice)
- You do (independent design & application)
- We evaluate what we do and build on it.



Signature Methodological Features

Case-Based Learning: Real classroom scenarios are used to anchor theory in practice.

Collaborative Design: Teachers co-construct lessons, tasks, and strategies.

Reflection-Driven Growth: Every session ends with structured reflection to deepen learning.

Visual Frameworks: Diagrams, models, and planning tools support clarity and transfer.

"The right question doesn't just check understanding—it has to aim at unlocking thinking."



Cumulative Deliverables:

By the end of the 15-hour workshop, participants will produce:

- A classroom diversity map
- A student-centered mini-lesson
- A question decrypting matrix
- A tiered instructional plan
- A differentiated assessment task with a rubric

Pedagogical Approach:

- Active Learning: 70% hands-on application, 30% guided input
- Collaborative Inquiry: Peer feedback and micro-teaching
- Universal Design for Learning (UDL): Multiple means of engagement and expression
- Reflective Practice: Daily exit tickets and reflections

Final Outputs for Participants:

1. A Student-Centered Lesson Design Portfolio
2. A Question Decrypting Toolkit
3. A Tiered Learning Plan (Grades 1-12 adaptable)
4. A Differentiated Assessment with Rubrics



"Assessment should guide growth, not label ability."

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MEET THE TRAINER

MEHER TRABELSI



LUXEMBOURG



Meher Trabelsi serves as the Executive Director of SILK Group. With over two decades of experience in education, Meher is a passionate educator who has taught students from diverse backgrounds and trained teachers across the US, North Africa, the European Union, and the GCC.

His contributions include establishing professional development frameworks for numerous international institutions worldwide.

Meher's multicultural experience enables him to deeply understand the needs of students and educators, fostering their growth and maximizing their potential. His work with teachers from varied nationalities and cultural backgrounds has refined his ability to align their perspectives while enhancing their performance and capabilities.

As a Professional Development and Accreditation Senior Consultant, Meher has guided schools through accreditation processes, ensuring they are both smooth and engaging. He has also delivered workshops at international conferences worldwide, addressing critical themes in education and professional development, such as building overlapping professional development structures, educational equity, vertical and horizontal alignment, cross-curricular integration, and strategic planning.

Meher holds a Bachelor's Degree in Education (ELA) and a TEFL Certificate from the University of Portsmouth (UK), as well as a Teacher Trainer Certification from The Teacher Education Institute at Boston College in Cambridge, Massachusetts (USA). Additionally, he is an EU certified trainer in several educational areas such as Emotional Intelligence, Active Learning, Project-Based Learning, Classroom Management, Differentiated Instruction, Educational Leadership, Strategic Planning, and Student-Centered Approaches.

Fluent in English, French, German, Spanish, Italian, and Arabic, Meher has supported schools across four continents. His professional development model is a proven tool that fosters teacher growth and collaboration in international contexts.



MEET THE TRAINER

PETTERI ELO



As a consultant and trainer, Petteri is known for his passion and ability to connect theoretical concepts with practical practice. His work focuses on curriculum development and implementation, innovative pedagogy and addressing key challenges in modern education.

Petteri collaborates with EF Education First and other organizations, and hosts groups of international teachers in Finland. His reputation as a dynamic facilitator has led him to lead career development and strategic consulting sessions in Virginia, Massachusetts and Colorado, USA. He has lectured at the Harvard Graduate School of Education and regularly presents his programs at ResearchED conferences across Europe. Petteri also supports Polar Partners Finnish school projects around the world.

Petteri has been working with the Helsinki Department of Education, leading curriculum reform committees and leading teacher training programs. He has played a key role in preparing schools for curriculum implementation and tours Helsinki schools to support pedagogical changes.

Petteri continues to partner with teachers and schools globally, driving impactful educational change to improve student learning outcomes.

CONTACT US



What Educators Are Saying...



"Practical, empowering, and immediately applicable."

James O'Connell, Instructional Coach & High School Science Educator

"Differentiated Instruction 3.0 gave our team a shared language and a modern framework for personalization. The workshop blended research, technology, and hands-on planning in a way that respected teachers' time and expertise. I've already seen stronger instructional alignment and more confident teachers across our classrooms."

Testimonies

1

"This workshop moved beyond theory and into real, classroom-ready practice. I walked away with concrete strategies for designing lessons that meet students where they are—academically and emotionally—without doubling my workload. The emphasis on student voice and meaningful assessment has already increased engagement in my classroom."

2

"Differentiated Instruction 3.0 helped me rethink differentiation as a system, not a set of add-ons. The workshop provided clear structures, planning tools, and real-life examples that made differentiation feel manageable and sustainable. My teachers left feeling energized instead of overwhelmed. This is something I can definitely relate to my students."

3

"This workshop directly addressed the realities and challenges of today's classrooms. The strategies that were evoked are realistic, flexible, and grounded in how students actually learn. I appreciated how the facilitator modeled the principles of differentiation throughout the sessions. We experienced the strategies as learners first."

Renee Wallace,
Special Education Teacher

Daniel Kim,
H.S. Mathematics Head Teacher

Thomas Nguyen,
Assistant Principal



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